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ABSTRACT

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. The central goal of this module is to encourage responsible teenagers to welcome and support one another, outwardly as well as inwardly, instead of assuming that everyone else subscribes to ideals of conformity and intolerance. It is based on the assumption that most young people seek and respect qualities in their friends conducive to good relationships and healthy choices. The teacher's principal role is to help students say and hear what they want from one another as friends, and to help them practice giving and receiving friendship. Guidelines are offered for group discussions and role-playing in 10 activities in the following areas: (1) kinds of relationships and their influence on health decisions; (2) popularity; (3) intolerance; (4) speaking up on health-related beliefs; (5) feelings, attitudes, and coping strategies related to shyness; (6) loneliness; (7) promoting friendship; (8) desirable qualities in friends, dates, and future spouses; (9) making decisions in interpersonal situations; and (10) summary and evaluation of key concepts. (JD)

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Memorandum

Date: October 1983

From: Director, School Health and Special Projects
Division of Health Education
Center for Health Promotion and Education

Subject: Teenage Health Teaching Module
HAVING FRIENDS

To: Colleagues in School Health and Health Promotion

The attached module, Having Friends, is one of sixteen modules in the Teenage Health Teaching Modules (THTM) program. The overall goal of this health curriculum for adolescents is to provide secondary school students with knowledge, skills, and understandings that will enable them to act on behalf of themselves and others in health-enhancing ways. Each THTM module frames an adolescent health task and is designed to help students contribute to their own present and future health and well-being and that of the families, schools, and communities to which they belong.

The THTM program was produced under contract (CDC 299-79-0922) between the School and Society Programs of the Education Development Center, Inc., and the Center for Health Promotion and Education of the Centers for Disease Control.

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This is one module in the Teenage Health Teaching Modules (THTM) program, a health education curriculum for adolescents developed by Education Development Center, Inc. (EDC) and funded by the Center for Health Promotion and Education, Centers for Disease Control, Public Health Service, U.S. Department of Health and Human Services.

The overall goal of the THTM program is to provide secondary school students with knowledge, skills, and understandings that will enable them to act on behalf of themselves and others in health-enhancing ways. Each THTM module frames an adolescent health task and is designed to help students contribute to their own present and future health and well-being, and that of the families, schools, and communities to which they belong.

The THTM program emphasizes development of the following health skills: self-assessment, communication, decision making, health advocacy, and self-management. For a complete description of the THTM program, additional materials, or assistance in using these materials, please write or call Teenage Health Teaching Modules, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160, (617) 969-7100. Official health and education agencies may also contact the School Health and Special Projects Office, Division of Health Education, Center for Health Promotion and Education, Centers for Disease Control, Atlanta, GA 30333, (404) 329-2829 or FTS 236-2829.

TEENAGE HEALTH TEACHING MODULES

Health Is Basic: An Introduction to the THTM Program for Teachers and Students

Understanding Growth and Development

Being Fit

Eating Well

Communicating in Families

Promoting Health in Families

Having Friends

Living with Feelings

Handling Stress

Protecting Oneself and Others: Smoking, Drinking, and Drugs

Preventing Injuries

Improving Health and Safety in the Workplace

Locating Health Resources

Using New Health Research

Acting to Create a Healthy Environment

Planning a Healthy Future

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Introduction

There are two compelling reasons for devoting 15 to 20 hours in the lives of adolescents to the study of friendship. First, their overall well-being as teenagers and as adults is in large part a consequence of the kinds of relationships they develop. Second, their friends and acquaintances influence specific health choices, beginning in adolescence and continuing throughout their lives.

When we include friendship in a curriculum for 12- to 16-year-olds, we are saying that it is both important and possible to help young people learn about it. We assume that there are beliefs, attitudes, and skills, questions to formulate and tentative answers to arrive at, which may enhance the quality of relationships formed and the health-related behaviors promoted by those relationships.

Having Friends begins with the assumption that teenagers are not so different, and their subculture not nearly so distinct, from the adults who have raised and taught them. Of course, there is the drive for independence, for proving themselves, testing limits, and challenging authority. Granted, peer acceptance is more crucial when young people are learning to become less dependent on their parents. But that does not mean that teenagers are a perverse breed apart. They are still children of their parents. In their values and expectations, adolescents are primarily learning from family models, not rebelling against adult mores. Their behavior, whether with friends, with drugs, or at school or work, does not emerge whole out of thin air. They are becoming adults; in many respects their edges are just less polished than ours.

It will come as no surprise, then, that much of what is discussed in Having Friends applies as much to adult friendships and relationships as it does to adolescent relationships. Is conformity any more pernicious and pervasive in adolescents than it is in adults who have taught it to them? Don't adults set the standards for intolerance of harmless differences, and for tolerance of harmful ones? Are adults generally any better than adolescents at choosing just the

friends they want, and working hard to make their relationships satisfying? In a way, we arrived at the central concepts of this module by asking ourselves: What are the lifelong and typical obstacles to strong and healthy friendships?

Most teenagers, like most parents, want to be responsible most of the time. But they also want to belong and be accepted, and that is completely justifiable. Our task is to help that majority of responsible teenagers articulate their respect for, or at least acceptance of, those who try to do what they think is right and fair. The crucial and insidious thing about peer pressure is that it is not overt and blatant, but subtle and often unarticulated. It is the fear of "what will happen if I don't" do the orthodox, expected, the "in" thing. There are obvious limits, in a society soon to number three hundred million people, to the rugged individualism and "I do my thing no matter what you think of it" mentality, especially when so many people's things are harmful to other people.

The central goal of this module is to encourage the responsible many to welcome and support one another, outwardly as well as inwardly, instead of assuming that everyone else subscribes to ideals of conformity, intolerance, mindless danger, and the consequent disregard of health. A great deal of unhealthy behavior is predicated on erroneous or exaggerated beliefs about what other people admire or condone. We believe that most young people seek and respect in their friends qualities conducive to good relationships and healthy choices. Furthermore, when Having Friends gives them the opportunity, we believe they will say as much.

In Having Friends the teacher's principal role is to help students say and hear what they want from one another as friends, and to help them practice giving and getting friendship. Teachers do not have lots of content to master for this unit, but they do have to work hard at the methods. The content is often provided in sections labeled "Background for Teachers," which the teacher can provide for students through discussion contributions, mini-lectures, or data sheets. The methods include small group discussions, role play, games, and scripted scenarios, because through such techniques, the positive power of students' healthy attitudes can be used to foster similarly healthy group norms.

One essential ingredient in the success of these techniques is the teacher's confidence. If the teacher believes students can work well in small groups or learn something from performing and discussing a role play, that belief is communicated to students and is often self-fulfilling. It may be neces-

sary at times to accept a somewhat higher noise level, but this in no way hinders learning. This module promotes structured and positive exchange between early adolescents, and that cannot be accomplished through the use of readings from texts or teacher-centered instruction.

A few suggestions may be in order for teachers to whom some of these methods are unfamiliar. A number of activities ask students to follow complex directions, either individually or in small groups. If students are motivated by the content most will listen carefully to the instructions provided they know the directions will be given only once. Detailed instructions should be broken down into discrete and manageable steps, and examples are crucial. Especially when students are working in groups they can be expected to help clarify instructions for those who have questions.

Role play represents a risk to some students, although many early adolescents are enthusiastic about it. It may be easy to get the first two or three volunteers, but getting less outgoing students to role play depends on how protected and praised the earlier volunteers were. Techniques that help make role play less threatening to students include:

- Giving the volunteer time to prepare the role using questions about the character provided by the teacher.
- Asking the volunteer to pick a friend or two with whom the preparation can be done, thus sharing the responsibility for the results.
- Ending the role play before it becomes repetitive or stalemated, which often means before the situation is resolved.
- Encouraging conflict: many students and teachers focus on a happy resolution but are uncomfortable with conflict, which is the heart of all drama.
- Beginning the follow-up discussion by asking the players how they felt in their roles. This gives them a chance to say what it was like for them, and to comment on their own performance before they have to hear others' comments. It also tends to temper the comments of classmates.

The teacher's richest resource is probably other teachers. Most teachers are more than happy to think through a new method with a colleague, or lend moral support on the spot.

Having Friends does not romanticize teenagers. We know that some students will defend actions or attitudes that lead to

trouble, and attack the students who argue for responsible choices. There is no question that in some classes teenagers will hear their peers endorse precisely those ideas antithetical to healthy friendship. But they are repeatedly exposed to those same ideas outside of the classroom (sometimes in the home as much as on the street-corner), which is where they came from in the first place. We cannot immunize children against undesirable influences; the best we can do is to expose them to the healthiest influences we can and help them develop the skills to tell the two apart. The intent of this module is to help young people begin to understand, evaluate, and choose the attitudes about friendship which they will hold and act on.

A final note: Having Friends deals with opposite-sex relationships in a very limited and focused way. It emphasizes the idea that we can like, respect, and form relationships with members of the opposite sex for many of the same reasons that we form same-sex friendships. It also points out how common are shyness, anxiety, and general discomfort in the "dating" relationships of early adolescents. The module can in no way be considered sex education. There are a number of excellent curricula concentrating on opposite-sex relationships that you can locate should you want to extend this module in that direction.

Goals of the Module

- To help students appreciate the variety of relationships they form and understand the ways in which other people influence health decisions and practices.
- To help students distinguish between meaningful and meaningless standards of inclusion and exclusion.
- To promote students' acceptance and apprecation of differences in people which are not health-jeopardizing, and to foster a consciousness that participation in intolerance make us all less free as individuals.
- To encourage students' refusal to tolerate behavior in others which is detrimental to their health, and to help students practice expressing concern when a friend is endangering his or her own health.
- To enable students to practice and evaluate decision-making skills in simulated situations involving interpersonal conflict or emotion.
- To promote the idea that good friendships are the result of good choices and a certain amount of hard work, not accident and "the right chemistry."
- To promote the idea that relationships with members of the opposite sex, now and later in life, involve many of the same values, qualities, and skills as other friendships.

Module Overview

ACTIVITY	DESCRIPTION	INSTRUCTIONAL METHOD	# OF CLASS PERIODS
One			
The People in Rachel's Life	Different kinds of relationships and how they influence health decisions.	Small-group discussion	2
Two			
What's Your Popscore?	Popularity: real and imagined, meaningful and meaningless, standards of inclusion and exclusion.	Card game	2-3
Three			
On Trial	Intolerance of others leads to conformity and limits freedom of choice.	Mock trial	2
Four			
Speaking Up	Advocacy for learning to speak up for health-related beliefs and behavior instead of remaining silent.	Class discussion, writing scenarios or role plays	1
Five			
Shyness	Feelings, attitudes, and coping strategies examined through a dialogue among three boys.	Scripted scenario	1-2

Note: The numbers of class periods listed for each activity are suggestions only. Teachers are urged to make their own determinations based on the interests and abilities of their students.

ACTIVITY	DESCRIPTION	INSTRUCTIONAL METHOD	# OF CLASS PERIODS
Six			
Being Alone	Loneliness, isolation, privacy, and solitude, as described by young people.	Small-group discussion	1
Seven			
Having Just the Friends You Want	Proactive friendship: choice and effort make good relationships, not accident or luck.	Class story plus optional interviews	2-3
Eight			
Qualities of Friendship	Most desirable qualities in close friends, dates, and future spouses: similarities and differences.	Class poll and discussion	1-2
Nine			
Friendship in Action	Identifying choices and making decisions in various interpersonal situations.	Structured role play	2-3
Ten			
Friendships: Summary and Evaluation	Review of key concepts and most common situations emphasizing positive aspects and qualities.	Student questionnaire	1

Activity One

The People in Rachel's Life

Objectives

Cognitive: Students will be able to:

- Define different kinds of relationships by distinguishing between close friends, friends, acquaintances, and mentors.
- Predict how these relationships can influence one's feelings and health decisions.
- Explain that to prevent injury the body must be conditioned gradually for strenuous physical exercise.
- Describe the reasons and hazards of using drugs to lose weight or feel better about themselves.
- Understand that people can accept and like themselves even if there are particular things they want to change.

Affective: Students will:

- Be more receptive to relationships with people of different ages.
- Value the attitudes and opinions of close friends and mentors more than those of acquaintances.
- Value friends who express their concern when they think someone is having problems.

Activity at a Glance

In class and small-group discussions during two class periods, students identify and distinguish between different kinds of relationships young people have, and the ways these relationships influence their feelings and health decisions.

Preparation

1. "The People in Rachel's Life," one card per group of five students (provided).

2. "Rachel in March," to be read aloud (see page 10).

3. Duplicate "Four Months in Rachel's Life," one per group; star one month on each sheet. If there are more than four groups, some months will be used by more than one group. Note: All material to be duplicated for student use in each activity appears on boxed pages at the end of the activity.

4. Read "Background Information for Teachers" on jogging and diet pills; provide the date for students in Session Two.

Optional: You may want to make a sheet with several concentric circles and duplicate it for students to note relationships during the first session.

Procedure

Session One:

1. Draw four concentric circles on the board. Tell students that the center circle is each of them and the rest of the circles represent the people in their lives, not including their parents. Ask students to describe and define the different kinds of relationships in their lives, without naming names, and put them into this diagram according to how close they feel to them. This can be done in several ways.

- Students can name and describe different kinds of relationships at random and decide which circle they belong in.

- Students can start from the inner circle and work outward by first describing the people closest to them. How many people usually belong in this circle? What is their relationship to the person in the center like?

- Students can start from the outermost circle and work inward.

More circles may be needed in the diagram, depending on the kind of distinctions the students make. The most basic distinctions should be between close friends, friends, and acquaintances. What distinguishes one from another? All associates should be included in this diagram, except for parents. If they are not mentioned by the students, the teacher should ask:

- Where do brothers and sisters belong?
- What about teachers? Neighbors? Other adults?
- What about younger people--a brother or sister of your best friend?
- Where do you put someone you know doesn't like you?

Note: This is not the time to define or discuss the meaning of friendship, since most of the module will address just that question.

2. When the various kinds of relationships have been located in the circles, estimate how many people are in each circle. Then ask: If we drew this diagram with an adult in the center, would it look pretty much the same? Or would it be different? This should be a brief discussion emphasizing the similarities.

3. Divide class into six groups and distribute "The People in Rachel's Life." After the students read the handout, have them, as a class, decide where each of the seven people on the card belongs on Rachel's circle on the board, and write them in. For the remainder of the period students sit in small groups in order to share the card but discussion is led by teacher with whole class.

4. Tell students that they are going to look at one month in Rachel's life to see if they can imagine how these different people may have influenced her one way or another. It might have been something they said or did. Or it might have been something they didn't say or do.

5. Read "Rachel in March" twice.

RACHEL IN MARCH

Rachel is feeling like a blob. She's a little overweight, only four or five pounds over what she'd like to weigh. But she worries about being fat and not very attractive. She used to be athletic when she was younger. She played volleyball and kickball, and she skated a lot. But lately she mostly exercises her brain, her tongue, and her dialing finger. She has a crush on a classmate, Brian, but feels he couldn't possibly be interested in her. Her friend Arlette is planning to have a party towards the end of March. Rachel decides not to go.

6. Ask the class to list Rachel's most important feelings and decisions, for example:

- She feels overweight and unattractive.
- She doesn't get any exercise anymore, and that is part of why she feels like a blob.
- She thinks Brian can't possibly like her the way she is.
- She decides not to go to the party.

7. The class looks at the people in Rachel's life (randomly, not in the order on the card), one by one, and imagines how they may have contributed to any of her feelings or decisions. It may have been something they said--or didn't say--either to her or about her, or about someone else. They may not have been trying to influence her; in fact, they may not even know that they affected her. Or they may have tried to say something helpful that Rachel just didn't take in.

Start with Arlette:

- She might be slim, athletic, and popular, always saying things that make Rachel feel inferior and hopeless.
- She might flirt with Brian, even though she likes another boy.
- Rachel may have heard Arlette running down another girl's looks and believed the same things were being said about her.
- Arlette may not have told Rachel that Brian asked whether Rachel would be at her party.

How about Brian? He may have:

- Made a comment about Rachel's looks as a way of teasing her, the only way he knows to show her affection.
- Laughed too hard when another boy teased Rachel.
- Failed to show Rachel that he likes her and finds her attractive.
- Did not ask Rachel whether she's going to the party, even though he hopes that she will be there.

8. The class goes through all seven people in Rachel's life, listing at least one way each may have influenced her, purposely or accidentally. Some of the influences should have been positive, but Rachel for some reason didn't respond to them. For instance, Mrs. Gomez may have assured Rachel that she is not overweight, but Rachel thought she was just being nice.

9. Ask the class: What does this month in Rachel's life show? (That people in your life--some good friends, some people you barely know--influence how you feel and behave. No one is so independent that he or she is not influenced by others.)

Session Two:

1. Review the previous session.

2. Explain to students that they will focus on one month in Rachel's life, using the "People in Rachel's Life" and "Four Months in Rachel's Life." In groups, they should first read the description of the group's assigned month. Then, they can answer the questions that go with that month. There are no right answers--each group is just trying to be realistic, imaginative, and aware of what happened in the previous months.

Then ask the students to go through the people in Rachel's life, just as they did last session. How might the people have contributed to what happened in the month they are focusing on? It may have been something a person said or did; something said about someone else; something a person didn't do or say. The influence may have been intentional or accidental. It may have been something helpful that Rachel did or didn't listen to, or something hurtful she did or didn't listen to. Ask the students to pick out the most realistic two or three things for each person, and make someone in each group responsible for writing down or remembering what each person in Rachel's life may have done in the month.

3. Have the class reassemble into the small groups of the previous session. Distribute "The People in Rachel's Life" and "Four Months in Rachel's Life," with a different month starred for each group. Reread "Rachel in March" for reference. Allow 20 minutes for small-group discussion.

4. Reassemble as a class and ask each group to report briefly on some of their conclusions. (Be prepared to supply information provided in "Background Information for Teachers" to clarify the injury and the use and rejection of the diet pills.)

- April: Were there people who make it harder for Rachel to start jogging regularly? How? Who supported her?
- May: Why did Rachel hurt herself? Did she try to run too far or too fast, too soon? How did she feel on crutches? Why does she start using pills?

- June: How did she stop using the pills, and who helped her? Were there people who noticed a change in her but didn't say anything? How did she feel afterwards about the people who did say something? Ask students from this group to role play the conversation between Rachel and whichever friend(s) tried to help.

- July: How has her experience changed Rachel? Is she going to be less popular now than she was at the beginning?

General discussion points:

- Who are the people who care about Rachel the most? Are they the same people who had the most influence on her? Were they the ones who spoke up when they were concerned about her?

- What does Rachel get from her relationships with Mrs. Gomez and Joy?

- Do people sometimes worry too much about what those they hardly know or like think about them? Is this true of adults as well as teenagers?

Variations

1. Session Two: Groups can be divided by character instead of by month. Each group would then have to imagine the influence (positive or negative, accidental or purposeful) that their character may have had on Rachel's feelings or decisions in each month.

2. Session Two: Either option could also be done as whole-class discussion or as a written assignment.

Background Information for Teachers

Jogging: In jogging, as in all athletics, the muscles should be conditioned gradually. Many injuries result when people try to run too far, too fast, too soon. And even when injuries don't result, people often feel like failures at a sport or physical activity because they expect to be proficient immediately. It is probable that Rachel's injury in May is the result of her trying to do more than her body will allow. Furthermore, in aerobic exercises like jogging, it's not how far or how fast someone runs, but how much time

they spend, that determines the level of exercise. At any rate, the idea is to start slowly and build gradually.

Diet pills: According to the National Institute on Drug Abuse, more than 5 1/2 million prescriptions for amphetamines and related stimulants are filled each year, and the traffic in illegal and over-the-counter sales is doubtless greater still. "Speed" is abused by people of all ages, and certain professions requiring long hours of wakefulness (truckdrivers, doctors and nurses for example) seem particularly prone to abuse. But since one of the main effects of amphetamine is a loss of appetite, it has largely been packaged as diet pills and sold to millions of women, who are made to suffer immeasurably more than men for every added pound and inch of waistline. Benzedrine, Dexedrine, and Methedrine are probably the most common forms of amphetamine. Short-term effects include mood elevation, increase in alertness and confidence, and a feeling of being "wired." Death from overdose is rare, but large single doses cause paranoia, insomnia, irritability, and a sharp rise in blood pressure. Prolonged abuse can result in malnutrition, paranoia, and sensory hallucinations, and tolerance develops rapidly so that higher doses are needed. Use of amphetamine is often alternated with use of tranquilizers. In the absence of speed the user will often be severely depressed, fatigued, hungry, and disoriented. Amphetamine is not physically addictive but creates a psychological dependence.

FOUR MONTHS IN RACHEL'S LIFE
(Focus on the Starred Month)

APRIL

Rachel begins jogging three times a week before school. To do that she had to get up earlier and go to sleep earlier. Her goal is to compete in the local mini-marathon in June.

- Does she like jogging or is she doing it just for the exercise?
- What does she have to give up in order to jog?
- Is her goal realistic and sensible? Can she achieve it in the time she has allowed?

MAY

Rachel hurts her leg and has to use a crutch for two weeks. She feels like a failure and more of a blob than ever. She starts to take diet pills (uppers).

- Why does she hurt herself?
- How does she feel when she is on crutches, and why?
- Where does she get the diet pills, and why does she take them?

JUNE

Rachel stops taking the pills and lets people know she thinks that uppers are dangerous. She starts to feel she doesn't need pills or anything else to feel good about herself.

- How did the diet pills affect Rachel?
- How does she decide to stop taking the pills?
- Why does she begin to feel she's fine the way she is?

JULY

Rachel starts to swim at the "Y" with Selena and Karen. She stops paying attention to what "certain people" might say or think.

- Does Rachel like swimming, or is she just doing it for the exercise?
- What happens to make her start swimming with Karen?
- Who are the "certain people" she's decided to stop listening to?

Activity Two

What's Your Popscore?

Objectives

Cognitive: Students will be able to:

- Identify standards of popularity and exclusion which they use or think their classmates use.
- Compare their own ideas about what might make them popular with those of their classmates.
- Distinguish between standards of popularity that reflect real qualities and those that are superficial and have little to do with who the person really is.
- Predict accurately how their peers evaluate certain qualities of skills.

Affective: Students will:

- Recognize that the qualities that make people popular are often very different from the qualities that make people good friends.

Skills: Students will improve their ability to:

- Follow detailed instructions.

Activity at a Glance

Students play, score, and discuss a card game in which they predict and evaluate how popular or unpopular different characteristics would make them with their peers.

Preparation

1. "What's Your Popscore?" card game, six sets (provided). Each set includes 24 cards designed to be used by a group of six students. The first time the sets are used they must be

separated into six "decks" of 24 cards. After the decks have been used for the activity, keep them in an envelope for future use.

2. Duplicate "Individual Popscore Worksheet," one per student, with some extras in case students make errors.

3. Duplicate "Group Popscore Worksheet," one per student, with extras to cover errors.

4. Optional: Duplicate game instructions for use by groups.

Procedure

Note: Although the game as described here is divided into three sessions, it can be played in one or two or extended to four sessions.

Session One:

1. It is important that you set the context for the game that follows. Explain to the students that this is a game about popularity. In it, they will have a chance to discover what standards they and their classmates use--sometimes knowingly, sometimes unknowingly--in deciding whether someone is included in or excluded from their circle of friends.

Most of us want to be popular--that is, to be well-liked and sought out by our peers. It is fun to be part of a group, to be included, but real friendships are more than just popular attractiveness. Groups often set standards for their members' behaviors, and very often people put a great deal of energy into trying to meet those standards--even if down deep they don't think the standards are sound or fair. Popularity can be based on superficial standards, not telling us much about a person's worth over time, or it can be based on deeper, more enduring qualities. Therefore, it is important for students to have a look at "popularity," to examine the standards they use in choosing friends, and to learn more about the standards others use. The game and, in particular, the discussion afterward are ways of helping them begin that exploration.

2. Introduce the game by reading and holding up some sample cards. Explain that each card contains a statement that represents a personal quality. Choose your examples to give a sense of the range in and variety of qualities covered. Make the following points to describe the procedure for playing the game.

- Each group of six players has a deck of 24 cards. The entire deck is dealt out, so each player has four cards.

- Players read their cards as if they were statements about themselves. They evaluate the statements, on a scale of 1 to 10, on the basis of how popular they think that quality would make them with other people. In other words, if they think the quality would make them very popular indeed, they could rate it a 10, the top score. If it would drive people away, it gets a 0. If it is somewhere in between, as most are, players choose the number that best represents the way they think others respond to the quality.

- There are four "wild" cards with not one but two statements. Players with wild cards choose which statement to use and which to ignore.

- Playing the game consists of a series of opportunities to get rid of cards that contain statements that their holders rank low on the popularity scale. Explain that every minute or two you will call out "Pass your worst," and players pass their lowest scored card to the player on the left. Only one card is passed each time, and players will be warned when there are only two passes left.

3. Divide the class into groups of six and give each group a deck of cards. If you have an unusually large class and there are students left over, you might turn them into classroom assistants, providing them with copies of the game instructions so they can answer questions from the groups. Or, you might duplicate the instructions and give a copy to each group if you think it would expedite the playing of the game.

As soon as you are sure that everyone understands the game procedure, give the first "Pass your worst" command. Repeat it six or seven times over a period of no more than ten minutes. Warn the students before the last two passes.

4. After the game is over explain that the fun has really just begun. Players are now going to figure out who has what and why different players scored the same statement differently. Why did one card get a 3 from one player and a 7 from another? Distribute the "Individual Popscore Worksheets." Players should keep their cards and stay in their groups while they learn to use the work sheets.

Ask students to look at the worksheet carefully and enter the number for the first card as you explain the scoring.

- In Column I, "My Cards," players should enter the letters of the four cards they ended up with, and then, in the grid below, star the letters of their four cards. Holders of wild cards should enter the letter and number and star the box for the statement they chose to use.

- In Column II, "My Predicted Score," players enter the number that they rated their cards on the popularity scale of 0 to 10. Then add up their scores and record them below. That total score is their "Predicted Popscore," how popular or unpopular they think the four qualities would make them.

- Next, the holder of card A reads the card's statement aloud, twice if necessary, not telling how he or she scored the card. The other players score the statement silently by recording a number, 0 to 10, in grid box A. Then the players, one by one, tell the holder of card A how they scored the statement--how popular a person with that quality would be.

- The holder of card A enters the numbers in Column III, "Scores Others Gave My Cards" (5 + 6 + 3 + 5 + 9 in the example) but does not add them up yet. Then the holder of card B reads the statement on the card, and the group repeats the procedure for every card until the entire deck has been recorded. By the end of this step, all players have read all their cards and have filled in Columns I, II, and III.

5. This completes the first session. Ask players to sign their worksheets so they can be redistributed and work continued in the next session.

Session Two:

1. Students return to their groups of six with their "Individual Popscore Worksheets." For this session each student also needs one "Group Popscore Worksheet."

2. Ask students to continue playing the game by doing the following computations on their "Individual Popscore Worksheets."

- For each of their four cards, players add the five scores in Column III and record the total in Column IV. (In the example, 5 + 6 + 3 + 5 + 9 = 28.)

- They then divide the total in Column IV by 5. A remainder of 1 or 2 is ignored and the card's value is lowered to

the lower number (e.g., 22 ÷ 4 = 5 R1, or 5). A remainder of 3 raises the score to the next whole number (e.g., 23 ÷ 4 = 5 R3, or 6). Enter this averaged score in Column V.

- Players add the whole numbers in Column V and enter below as "My Actual Popscore." This is the popularity rating the other players gave the four cards.

- Then compute the difference between the score for each card in Column II and the score for each card in Column V, and enter that difference in Column VI. It doesn't matter which score (the one in Column II or the one in Column V) is bigger; it is the difference that counts. In the example, the line for Card F is 1 because 7 was predicted and 6 is what the card was given by others.

- Finally, they add the four scores in Column VI and enter the total below the column. The lower the score, the better.

3. Each group draws its own conclusions about popularity by sorting out the results of the game. The groups work through each step below before instructions for the next step are given. Later they will compare across groups.

- Who won in each game? The winner is the person who had the lowest total score in Column VI, where it says "How Accurate I Really Was!" What was the winning score? And why does the lowest score determine the winner?

- Who was the most popular in each group--who had the highest Actual Popscore below Column V? What was the score? What were the qualities that rated so high?

- What four cards won the popularity points in each group? That is, which cards had the highest scores in Column V? To find this out in each group, members see if anyone had a card that scored 10 or 9 points in Column V on the Individual Popscore Worksheets. Then go down to 8 points, then 7. Each group lists its top four cards, but no cards that got less than a 7. Each group fills out a "Group Popscore Worksheet," putting the number of points next to the four highest cards in the first column where it says, "Highest Scores."

- Do the same with the four lowest-scoring cards (did any cards score 0-2? 3? Don't list cards that got more than 3).

- Find the four cards in each group that were hardest to predict--the cards that had the highest scores in Column VI. See if anyone had a card that scored 4 or more in Column VI, then 3. Don't go lower than 3. Discuss in small group--why were these cards hard to guess?

- What were the four unused wild cards in each group? Would others in the group make the same wild card choices/

To conclude this session, ask players to suggest other cards that should be added to the game.

Session Three: It is very important to debrief this activity with the group after the game is played. It is critical that all the discussion suggestions be touched upon so that the students will not be left with the impression that the traits that scored most popular are necessarily the most worthy.

1. Redistribute "Individual" and "Group Popscore Worksheets"; it is not necessary for students to assemble in small groups again.

2. Compare results among groups by discussing the cards that each group has in its Highest, Lowest, Hardest to Predict, and Unused Wild Card columns. Include cards that students would add to the deck.

3. For discussion:

- To what extent did groups agree on popular and unpopular qualities?

- Were the qualities that scored highest the ones that really should matter? Do they, for example, tell what kind of friend a person might be?

- Contrast the ratings given to "ability" cards (e.g., letters E, I, L, M, W^2) with the physical appearance cards (D, N, P, R). Also compare how the ability cards were rated depending on the sex of the person holding them.

- The wild cards make different kinds of comparisons. Were some wild cards used in the same way by every group? Explore the contrasts and the relative popularity of the choices presented on each wild card.

- Which cards are subject to people's decisions to change? Which cards are mostly a matter of luck or fate?

4. Conclusions: Do students like or dislike the standards of popularity, inclusion, and exclusion that they use? When they worry about how popular or unpopular they may be for a certain act or decision, do they worry with good reason, or do they exaggerate?

Variations

Though not an equivalent exercise, this activity can be done with students filling in the Group Popscore Worksheet individually: the four cards they rate highest, lowest, and hardest to predict. These can then be compared by discussing the cards the teacher is most interested in pinpointing.

- Find the four cards in each group that were hardest to predict--the cards that had the highest scores in Column VI. See if anyone had a card that scored 4 or more in Column VI, then 3. Don't go lower than 3. Discuss in small group--why were these cards hard to guess?

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INDIVIDUAL POPSCORE WORKSHEET

_____
(Name)

Column I My Cards	Column II My Predicted Score	Column III Scores Others Gave My Cards	Column IV Total, Col. III	Column V Average of Scores Others Gave	Column VI Difference, Columns II & V
Example A	7	5 + 6 + 3 + 5 + 9 =	28	÷ 5 = 5 R3 = 6	7 - 6 = 1
—	—	_ + _ + _ + _ + =	—	÷ 5 = _____	_____
—	—	_ + _ + _ + _ + =	—	÷ 5 = _____	_____
—	—	_ + _ + _ + _ + =	—	÷ 5 = _____	_____
—	—	_ + _ + _ + _ + =	—	÷ 5 = _____	_____

My Predicted Popscore: —

Total Col. II

ON THIS GRID:
--Put a big * next to your own 4 cards.

Scores I Gave to Other Players' Cards

A	I	Q	W^1
B	J	R	W^2
C	K	S	X^1
D	L	T	X^2
E	M	U^1	
F	N	U^2	
G	O	V^1	
H	P	V^2	

My Actual Popscore: _____ _____

Total Col. V

Total Col. VI

How Accurate I Really Was! (Lower is better)

GROUP POPSCORE WORKSHEET

Name _____

Highest	Lowest			Hardest to Predict	Unused Wild Cards
		A.	I've always got money to spend.		
		B.	I'm quiet and I listen well.		
		C.	My house is a good hangout.		
		D.	I'm considered very good looking.		
		E.	I get good grades, especially in subjects I like.		
		F.	I like my parents and have no complaints about them even when my friends gripe about theirs.		
		G.	I don't pay any attention to the losers.		
		H.	I tell people what they want to hear. If someone asks me how they look and they look awful, I tell them they look great.		
		I.	I'm president of the Drama Club and I like to be dramatic.		
		J.	I don't think twice about telling a teacher off even it means detention.		
		K.	I don't have strong opinions either way about most things.		
		L.	I'm captain of the football team.		
		M.	I won a regional award for modern dance.		
		N.	I don't care much about clothes.		
		O.	I like kids to know I smoke dope, and am pretty generous with my joints.		
		P.	I always wear the latest styles and best brands of clothes.		
		Q.	When I'm excited about something,I show it; I don't hold back.		
		R.	I'm kind of short.		
		S.	Every day after school I help my mother at her hardware store.		
		T.	I stick by my friends, even if others try to run them down.		
		U.1	I tell people exactly what I think of them.		
		U.2	I never get angry, I'm always laughing things off and keeping things cool.		
		V.1	If someone is treating someone else unfairly, I usually speak up no matter who it is.		
		V.2	Usually I do whatever my friends want to do.		
		W.1	I make people laugh, especially when I dig into other kids.		
		W.2	I always have something to say. There are never any silences when I'm around.		
		X.1	I go out with one of the most popular kids in school.		
		X.2	I'm one of the reasons the swim team is the best in the county.		

Activity Three

On Trial

Objectives

Cognitive: Students will be able to:

- Define "intolerance as an unwillingness to accept harmless differences in others.
- Recognize some of the ways and the reasons for which people are ridiculed or excluded without good reason.
- Explain how some people's silence and acquiescence in the presence of intolerance makes everyone less free to be different.
- Understand that intolerance of others limits everyone's freedom to be different.

Affective: Students will:

- Accept that intolerance of differences in others is cruel and not respected by peers.
- Recognize that many people care too much about the opinions of those they barely know or care about.

Skills: Students will improve their ability to:

- Speak up for persons who are being unfairly ridiculed or excluded.
- Express their feelings about those who are intolerant.

Activity at a Glance

The class votes as a jury, then discusses a scripted scenario of a student trial enacted by several students, with the film Hangman as a supplementary option.

Preparation

1. Duplicate the trial transcript "On Trial," a copy for each of the seven actors. (You may also want to have extra copies available for students to follow along during the presentation or to refer to during the discussion.) You may want to assign the parts as homework so students have more time to rehearse.

2. Make name cards to identify the plaintiffs and defendants.

3. Write the definition of intolerance on the board or on a large piece of newsprint: "Intolerance: Refusing to accept or ridiculing or attacking others because of harmless ways in which they may be different."

4. If the students are willing, you may want to record a class you expect to do an exceptional job bringing the trial to life so you can play the tape in other classes.

5. Order the film Hangman (12 minutes, animated, color, 1964, McGraw-Hill), if you plan to show it as a variation.

6. Duplicate "For Further Discussion," if you decide to use that variation.

Procedure

Session One:

1. Arrange the classroom to resemble a courtroom. The judge will sit behind the teacher's desk, or perhaps on top of the teacher's desk. On either side of the judge is a table. At one table sit the two plaintiffs, at the other the three defendants. Their name cards are in front of their seats. Place a witness chair just to the left of the judge. The court officer will stand to one side. You may want to have the students gather some props--the judge's robe and gavel, for example.

2. Explain that the classroom is about to be transformed into a kind of courtroom. Students will imagine a system of justice in the school that provides for a trial by a jury of peers when someone thinks someone else has committed a personal injustice. The class will be the jury, except for the seven people who volunteer to be in the trial. The volunteers will come to the front of the room (or remain seated

if they want to) to read their parts. They will not have to make anything up, but they should try to read with feeling, as if they really meant it.

3. Ask for seven volunteers and assign the parts. Reading ability is important. The parts requiring the best reading skills are Court Officer, Lee, and Jerry. The judge doesn't have long speeches but must keep track of the testimony and run the proceedings. Allow ten minutes for participants to read their parts two or three times (if not assigned as homework). While they are reading, introduce the following terms and help the class define them:

court officer	charges
trial by jury of peers	plaintiff
role of the judge	defendant
testimony	

4. When the participants have read their parts, they leave the room and make an entrance. All rise, in response to the Court Officer's direction, when the judge enters. The trial begins.

5. At the conclusion of the trial there are several options, depending on how much time remains:

- If there is very little time, students can discuss among themselves the case they have just seen.
- If ten minutes remain, students write down how they would vote on each charge and why.
- If there is more time, begin discussion as described in Session Two.

Session Two:

1. Ask students to review the case, mentioning:

- How Jerry was different and what he was ridiculed for
- How Jerry felt
- Ronnie's statement
- Bobby's line of defense: that everyone makes fun of Jerry

- Lee's charge: that everyone's freedom is decreased

- Chris's statement: "If everyone minded their own business like me, there would be no problems."

2. Ask students to vote on the charges:

- Charge #1: Intolerance--Ronnie Mason

- Charge #1: Intolerance--Bobby Maxwell

- Charge #2: Limiting others' freedom to be different--Ronnie and Bobby

- Charge #2: Limiting others' freedom to be different--Chris Barron

After the first votes, students can debate each charge and vote again. On the first ballot students can vote guilty, not guilty, or undecided. After the debate they must choose between guilty or not guilty.

3. Desirable discussion outcomes: Students...

- ...express disapproval of Ronnie's behavior and define it as intolerance, with some understanding of what intolerance is and how it is related to genocide and racism.

- ...express disapproval of Bobby's behavior, and define it in terms of conformity or blindly following the example of the leader.

- ...criticize Chris's behavior, defining silent acceptance of cruel or unfair behavior as less desirable and worthy of respect than speaking up against it. This silence may be defined as negative tolerance--tolerating something that should not be accepted.

  (At this point ask students to role play briefly (or if necessary role play yourself) the desired behavior: What should Chris have said when his friends were dumping on Jerry? How would students feel about Chris if he had acted that way?)

- ...understand that Lee's charges are true: Intolerance toward someone else makes everyone less free to be different because they are afraid of being ridiculed or isolated in the same way.

Variations

One of the following procedures can be used as an alternative to Session Two, or as additional discussion on the same concepts.

1. Divide class into small groups and assign each group several of the questions on the sheet, "For Further Discussion," or discuss these questions as a class.

2. Have students, as a class, think about and discuss some positive aspects of being different.

- Some people really want to be different. They enjoy it. Why might they enjoy it? What would they get out of it?

- There are both good and bad reasons for wanting to be different. Try to think of some of both.

3. Discuss the following questions as a class and view the film, Hangman.

- Are there kinds of exclusion that are used in the adult world (for instance, are there still country clubs, civic organizations, athletic clubs, or other institutions that exclude certain groups)? What similarities are there between the treatment of Jerry, and the ways in which adults treat those who are different? What are some of the more notorious examples of intolerance from history?

- Discuss conformity in the adult world. Advertisements can be very effective. What kinds of things do adults do just to look good to others? What kinds of advertising encourage conformity?

- What other kinds of things do people usually tolerate in silence when they should speak out (littering, substance abuse, theft)? What are they afraid of? How do they feel when they don't speak out? What are some historical examples, or examples from movies or books, of negative tolerance? (Watergate, the Holocaust, etc.)?

ON TRIAL

Characters: Judge
Court Officer
Jerry Hunter, plaintiff
Lee Walsh, plaintiff
Ronnie Mason, defendant
Bobby Maxwell, defendant
Chris Barron, defendant

Directions: Court officer enters and remains at the door. Plaintiffs and defendants enter and stand behind their seats. Court officer says "All rise," and the Judge enters and sits. Court Officer says, "Please be seated," and the trial begins.

Court Officer: Now come before this court two people who feel they have been wronged, and ask the defendants to apologize and end their unjust behavior. Ladies and gentlemen of the jury, these are the charges in this case:

The plaintiff Jerry Hunter, seated here, charges the defendants Ronnie Mason, seated here, and Bobby Maxwell, seated here, with intolerance. Intolerance is defined as refusing to accept or actually ridiculing or attacking others because of harmless ways in which they may be different.

The plaintiff Lee Walsh, seated here, charges the already mentioned Ronnie Mason and Bobby Maxwell, and in addition, the defendant Chris Barron, seated here, with limiting the freedom and right of all other students to be different as the result of their comments about Jerry Hunter.

Judge: Defendants, how do you plead?

Ronnie: Your Honor, speaking for myself and my codefendants, these charges are ridiculous. We didn't say anything that wasn't true about Jerry Hunter, and if he denies it he's a liar. This is a free country. We have a right to say what we think, and we said it. Anybody who doesn't like it doesn't have to listen. There's no way we make it any harder for anyone to be however different they want to be. That second charge is the stupidest thing I ever heard. We plead not guilty, Your Honor.

Judge: Ladies and gentlemen of the jury, you are about to hear testimony and review the facts of this case. Then you will decide:

Whether Ronnie Mason and Bobby Maxwell are guilty or not guilty of intolerance of Jerry Hunter. Here is the definition of "intolerance" to keep in mind during the trial (Judge displays "intolerance" definition).

Whether Ronnie Mason, Bobby Maxwell, and Chris Barron are guilty or not guilty of limiting the freedom and right to be different of other students.

Court officer, are there facts in this case on which all the parties involved agree?

Court Officer: Yes, Your Honor. These are the facts:

First, every day, Jerry Hunter brings lunch from home. He does not eat meat or fish. He eats such things as yogurt, bean sprouts and other salads, fruits, and raw vegetables. He drinks milk and juices, not soft drinks. He doesn't eat candy or chips. Many times Ronnie Mason and Bobby Maxwell have made fun of Jerry's eating habits and laughed at him with their friends.

Jerry Hunter also does not enjoy most competitive sports and is not particularly good at them. Several times he tried to play basketball, but no one would pass him the ball after either Ronnie or Bobby said, "Whatever you do, don't give him the ball."

Jerry Hunter takes singing lessons and takes part in the Theatre Club in school. The defendants have made fun of this because they think he is a little strange. He doesn't like to do the things they do.

Jerry does not care about clothes, and his family cannot afford many things that other students wear. The defendants have made comments about how Jerry dresses.

Finally, Jerry has few friends at this school. Jerry started at this school in the middle of last year. Since then he has found it hard to

make friends. Both the plaintiffs and the defendants agree that this is because Jerry is now seen as a weird kid.

Judge: Call the first Plaintiff, Jerry Hunter.

Court Officer: Do you, Jerry Hunter, solemnly swear to tell the truth, the whole truth, and nothing but the truth?

Jerry: I do.

Court Officer: Tell your story, please.

Jerry: It starts as soon as I walk into school. They make comments and faces, there's kids laughing, there's even graffitti. Sure, it's not most kids--most kids don't say anything. Maybe they pretend not to hear. I do, too, sometimes. Or I act like, "Say whatever you want to, it doesn't bother me." I wish it were true. But it does bother me. I'd like to have friends here, like everyone else. Sometimes I think there must be something wrong with me. I try to be like everybody else. But I just can't--it's not me. Then I think, why should I change?

I don't ask them to eat carrots and celery and bean sprouts, so why is it so important to them that I eat potato chips and drink coke? I don't make fun of kids who run around in uniforms jumping all over each other and trying to hurt each other, so why should they make fun of me for wanting to be an actor? If Ronnie and Bobbie don't like me, fine, that's their business. But when they spread the word that I'm weird, say I'm a loser, and no one would want to be friends with me--well, I think that's wrong. I wish they could see what it feels like.

Judge: Call the first defendant, Ronnie Mason.

Court Officer: Do you, Ronnie Mason, solemnly swear to tell the truth, the whole truth, and nothing but the truth?

Ronnie: I sure do.

Court Officer: Tell your story, please.

Ronnie: This is one big deal over nothing, I can tell you that. I mean, what actually happened? Did I make up stories about the kid? Did I say he

stole something he didn't? Did I say something about his mother? No, there's no argument about what I said or whether I said it. I said Jerry Hunter is different, strange, weird. And he is, he doesn't deny it. I think he's weird, I tell people he's weird, and I'll keep on saying it. He has a right to be that way, and I have the right to call it as I see it. If he doesn't like it he should try to be more like other people. Look, if what I'm doing is so terrible, and what he's doing is so normal, then how come I have so many friends and he has none?

Judge: Call the second defendant, Bobby Maxwell.

Court Officer: Do you, Bobby Maxwell, solemnly swear to tell the truth, the whole truth, and nothing but the truth?

Bobby: I do.

Court Officer: Tell your story, please.

Bobby: All I want to say is that everybody knows Jerry Hunter is a weird kid. No one wants to be friends with him. Everybody makes cracks about him. So even if you could say it was wrong to make cracks like that, you can't blame one or two people for what everybody does. Maybe it is bad to make him feel the way he does, but he asks for it. Anyway, that's just the way it goes, that's how kids are. He's not the only one kids laugh at, and I'm not the only one who laughs at him.

Judge: Officer of the Court, please call the second plaintiff, Lee Walsh.

Court Officer: Do you, Lee Walsh, solemnly swear to tell the truth, the whole truth, and nothing but the truth?

Lee: I do.

Court Officer: Tell your story, please.

Lee: I'm not real popular at school, like Ronnie is. But I'm not unpopular like Jerry either. I guess I'm just an average kid in a lot of ways. I have some good friends, some friends who aren't so close, and a lot of other kids I know. I like other people to like me. Why not? Everyone wants and needs friends. As Jerry said, it can really hurt not to have friends. You think there's something wrong with you.

Ronnie here is very popular. He's a great athlete, girls like him, he's got lots of nerve. He could come into school tomorrow and let everyone know he was taking dancing lessons, and no one would razz him or think he was weird. He could come in wearing shiny bright red shoes and probably next week 20 other kids would be wearing them. If I came in wearing those shoes, I'd start getting the treatment Jerry gets.

I like yogurt, and it probably gives me less pimples than greasy food. I think it might be fun to be in a play, too. But I couldn't stand it if kids laughed at me the way they laugh at Jerry. So I don't bring yogurt for lunch or sign up for Theatre Club. When I look in the mirror I wonder what other kids say about me. There's all kinds of comments kids make if you're too tall or too short, too fat or too skinny, too smart or too dumb. And I know there are a lot of kids like me who are always worried about standing out too much, being too different from the rest of the kids.

As far as I know, Chris Barron never said anything about Jerry Hunter. Sometimes he laughed, other times he just kept quiet when Ronnie or Bobby made their cracks. I think that's wrong. Chris lets Ronnie and Bobby make us all afraid to be different in a hundred ways. You can't keep quiet when someone dumps on someone else for no good reason. I mean, it's not like Jerry ever did anything to hurt Ronnie or Bobby. It's wrong for Chris just to laugh at that stuff or let it slide. It's wrong because then it's harder for me, and harder for him, too, to do things that are different or to be different. Because when we worry that people will say the same thing about us--that we're weird--then we're all less free.

Judge: Court Officer, please call the third defendant, Chris Barron.

Court Officer: Do you, Chris Barron, solemnly swear to tell the truth, the whole truth, and nothing but the truth?

Chris: I do.

Court Officer: Tell your story, please.

Chris: You can't expect me to jump all over someone every time they make fun of someone else. If someone said something about people in my family, or about my friends, sure I'd go after them and make them stop. But what's Jerry Hunter to me? Why should I hassle my friends for what they think about Jerry? Besides, Ronnie has a right to his opinions. What am I supposed to do, walk away from him because he's speaking his mind? I need my friends too. Who would want me for a friend if I was always saying, "Don't say that, it's not nice"?

If you want the truth, okay, I don't think Jerry Hunter deserves to be trashed the way he is. I know it must hurt him a lot. But someone is always getting dumped on. That's why I don't say anything. If I spoke up for him it might be me who had no friends. As it is, I just mind my own business. If everyone was like me there would be no problem.

Judge: Ladies and gentlemen of the jury, you have heard the testimony. In a few minutes we will adjourn for today. Tomorrow you must reach your verdicts. You must decide what you each feel as individuals, and come to a decision as a group. You have my permission to talk about the case with anyone you choose. For now, I'd like you to write briefly your present opinion on the questions before you--although you may have a different opinion the next time we meet. First, are Ronnie Mason and Bobby Maxwell guilty or not guilty of intolerance [point to definition]? Did they go wrong, or were they completely within their rights? If you had to vote right now, how would you vote and why?

Second, are Ronnie, Bobby, and Chris Barron guilty or not guilty of limiting the freedom of Lee Walsh and other students by making it harder for everyone to be different? How would you vote right now, and why? Please mark your papers with a code name you'll remember, so they can be given back to you.

"On Trial": For Further Discussion

Is Ronnie intolerant?

We can define "intolerance" as refusing to accept harmless differences in others. Is Ronnie intolerant?

If Ronnie can label Jerry as "weird" because of the way he eats, dresses, or because he prefers theatre to sports, what other things might he or his friends find in other kids to call them "weird" as well?

What does Ronnie get out of making fun of Jerry?

How do you feel about Bobby?

Bobby said that everyone makes fun of Jerry, so he can't be singled out. That was his main defense, and it is one heard often. What do you think of it?

Both Bobby and Ronnie say that Jerry asks for what he gets, and if it really bothered him so much he would try to be more like everybody else. Do you think they are right?

What kind of person is Bobby? Why does he make fun of Jerry?

Whom do you respect less: Ronnie, who makes fun of Jerry because he doesn't like him and his ways; or Bobby, who makes fun of Jerry because Ronnie does it and he looks up to Ronnie? Explain.

Would you rather be Chris or Lee?

Lee argues that Bobby and Ronnie make it harder for everyone else to be different. He says it's because most people worry about what other people think about them. Is this true? Is it true of adults, too? Which people are we most worried about--friends, close friends, acquaintances?

Sometimes you hear kids say, "I don't let anyone tell me what to do. I make up my own mind. I wear these clothes because I like the way they look, not because they're popular. No one influences me; I do exactly what I want." Do you think anyone can be so independent in today's world? Why do people like to think of themselves as completely uninfluenced by others?

Chris says, "If everyone minded their own business like me there would be no problems." But Ben Franklin said, "As we must account for every idle word, so we must for every idle silence." Discuss.

Whom would you respect more as a friend, Chris, or someone who spoke up against Ronnie's and Bobby's treatment of Jerry? What might Chris have said without losing a good friend?

Activity Four

Speaking Up

Objectives

Cognitive: Students will be able to:

- Define "speaking up" as showing disapproval or refusing to accept behavior that is health jeopardizing or unfair to oneself or others.
- Distinguish between "remaining silent," i.e. accepting behaviors that are dangerous and harmful, from "speaking up" for behaviors that are health promoting.

Affective: Students will:

- Respect people who speak up for their own rights and the rights of others in situations affecting health.
- Value friends who show their concern, who do not silently accept behavior in others that is harmful to health.
- Improve their ability to express feelings that others might find problematic in considerate and realistic ways.

Activity at a Glance

To introduce the lesson the teacher presents a mini-lecture on the necessity for sometimes going counter to the group or speaking up for the "silent majority." The class will discuss some related issues, and then develop, in small groups, a scenario in which one person decided to speak up in a situation to present a countervailing or what may appear to be a countervailing opinion or action. Students discuss each scenario after it has been either role played or read to the class. They then develop a series of common guidelines for speaking up on issues.

Preparation

1. Review mini-lecture and prepare to deliver it.

2. Make a copy of both sample scenarios for each small group of 4 to 5 students.

Procedure

1. Notes for Mini-lecture

SPEAKING UP

All of us have and value our friends. And all of us have "peer groups," a particular group of friends who talk together, spend time together, and whose opinion we often solicit and value. The group often reinforces the people in it, the things they do, and the ways they feel. It provides solidarity and strength, and pleasurable relationships.

It is not always easy to keep up one's group acceptance, popularity, and peer approval. Sometimes your own feeling is counter to the group feeling, and you do not want to behave the way other people in the group are behaving, or you have an independent point of view that you want to express. The dilemma is then posed: How can I express my own feelings and behaviors, and still be accepted as part of the group? Can I risk speaking up for my point of view? How can I do that as effectively as possible and still retain my "group" membership?

On the other hand, it may very well be that your own feeling represents the view of the majority of the group, but for some reason, others are not speaking up. Most people are responsible most of the time and want to do what is right and fair, but sometimes circumstances make it difficult. A lot of unhealthy or unfair behavior comes about because people misjudge what other people really admire or condone. It often happens that if you speak up against unhealthy or unjust practices, you find that in fact you have the support and respect of the group.

These issues come up not only in group situations but also in one-to-one relationships. It is important to learn early in life to "speak up" for what you believe, feel, think is right. In the long run, you won't have

good feelings about yourself if you just remain silent, swallowing what you are thinking or feeling, going along with behavior that you find inappropriate or health-damaging. The consequences of not speaking up are in the long run hard on oneself, on the environment, and on other people. It is equally important to learn when and how to speak up. Learning how to express oneself confidently and clearly, but with care and respect for the other person or persons, not trying to "put them down," but stating your intolerance for going along with a situation that seems unwise, unsafe, or inappropriate, gives you more self-esteem and genuine self-respect. It might seem easier, sometimes, to "go along," but that momentary comfort is soon replaced by more negative consequences or negative feelings.

2. After the mini-lecture, take a straw vote of the class on one or two common health-affective behaviors to get at the frequent disparity between beliefs and actions. Focus on the fact that most people feel that the healthful option is best, but situations may make them afraid or uncertain about expressing the choice. For example.

- How many of you think it is unwise to accept a ride with a driver who has been drinking?
- How many of you ever have done it?
- What are the obstacles that stand in the way of acting healthfully or speaking up on behalf of healthy behavior?

3. Have the class divide itself into groups of four or five. Friends can choose to work together. Ask each group to read through the sample scenarios and then think up a situation in which several of the group members think or feel, or appear to think or feel, the same way, or are engaged in a particular behavior that one person in the group takes exception to. Have them work out the details of the scenario, identify roles, and prepare to role play the situation through to some conclusion for the group.

4. After each group composes its scenario and plays it out for the rest of the class, you can follow up each with a selection of questions like the following ones:

- What words did the principal objector use to state his or her position?
- How effective was the phrasing of the statement?
- Could it have been stated differently?

- What could the short-term consequences be on the principal actor? The long-term consequences?

- What could the short-term and long-term consequences be on the rest of the group?

- How did the principal actor feel about him or herself for stating his opinion?

- How might the actor have felt if he or she had remained silent?

5. After all the scenarios have been presented, ask the class to think back over all the situations and develop some guidelines for "speaking up." You can put these categories on the board and fill them in together.

- How to say it:

- How to deal with your feelings after you have made your statement:

- How to deal with the feelings of the person or persons to whom you have made statements:

- Long-term consequences of speaking up for yourself:

6. Optional Strategy. A. If for any reason you do not want to ask the students to play out their scenarios in a role play, you can ask each group to write a scenario in the manner and format of the example included in this lesson. You can duplicate a copy of the example for each small group.

After each group has written one, it can select one of its members to read it to the class. Then you can proceed in the same ways as was suggested above:

- Use discussion questions between scenarios.

- Develop some common guidelines for speaking up.

B. If time is short, instead of having students generate their own scenarios, pass out the sample scenarios and analyze them using the discussion questions suggested above. Two small groups may work on the same scenario. This will allow you to compare the opinions of different groups.

SAMPLE SCENARIO 1

Paul, Karen, Louie, and Emma Jean are at Karen's house together, talking after watching a hockey game on television. They are all freshmen at the high school. Paul has just moved to the town and is happy to be included in the group. Karen, Louie, and Emma Jean light cigarettes. Paul doesn't smoke and can't stand to be around smoke in an enclosed space. He not only doesn't approve of it in health terms, but it bothers his eyes and gives him a headache. He is really thrilled to be there with these kids, but he can't stand a whole hour of all that furious puffing. He finally decides to object.

Paul: Hey, you guys, would you mind knocking it off, smoke gives me a really bad headache.

Louie: You've got to be kidding.

Paul: No. I really mean it. It makes me feel sick.

Emma Jean: What are you, a baby or something? We thought you were grown up. We don't spend Friday night with babies. Guess we'll have to discuss age limits before we issue any more invitations.

Karen: Come on, Paul. We're just having a little fun. Why don't you try one. If you smoked yourself, it probably wouldn't bother you.

Paul: No, I don't intend to smoke. It's really bad for your health, and I don't want to start a habit that's really hard to break. My mother had an awful time giving it up. You all have to decide for yourself, but would you please not do it here, now, cause it's getting to me.

Louie: Well, there's three of us and one of you, so why should we all change to suit you?

Paul: Because you are all such good kids, and I like being with you so much. And we had fun tonight. Won't you do it for me?

Louie: Well, I'm going to do what I want to. And if you can't stand it, you can leave.

Paul: O.K. Thanks for inviting me. I really had a nice time. See you in school on Monday.

SAMPLE SCENARIO 2

Because of budget cutbacks, the school no longer has lunchroom monitors. The situation has gotten out of hand, with people leaving dirty trays around, letting the trash barrels overflow, and even throwing food around during lunch. In fact, it has become quite "the thing" to be sloppy deliberately in the lunchroom--and it bothers Jane a lot. She really can't believe that even her close friends can act like such complete pigs. One day when things were particularly bad, she decided womething had to be done. She talked with some friends and with a teacher.

Jane: I can't stand it anymore. I just can't stand it! This place makes me sick!

Mark: O come on, Miss Priss. Who cares?

Betsy: It's the only time we've got to relax and have fun during the whole day. What difference does it make if things get spilled?

Mark: And anyway, everyone does it, so how are you going to stop it?

□ □ □ □ □ □ □ □

Jane: Can't the school do anything about the mess in the lunchroom? It has really got to be a health menace!

Teacher: Unfortunately, I doubt very much that there is the staff to handle it. I do agree with you about the mess, though. Can't you and your friends organize some way of improving the situation?

Jane: But my friends don't seem to care--they think I'm silly.

Teacher: They may care more than you realize.

Jane: I guess I could try a sign-up sheet asking for volunteers to help keep the mess bearable. But who will volunteer?

Jane put up her sheet. At first no one signed up. Then a couple of her friends signed--just because they felt sorry for her, she thought. Then, all of a sudden, a lot of names appeared--enough to help out for the next month. And at the same time, even before the volunteers were on duty, things seemed to be getting better.

SAMPLE SCENARIO 3

Marilyn enjoys smoking marijuana once in a while, especially at parties on the weekends. She is a senior in high school and is planning a big graduation party. She wants to be sure to have plenty of grass available for her friends. At the party, Marilyn and her friends are smoking grass. Some other people have brought wine and beer to the party, and they offer drinks all around. Because she's been smoking, Marilyn decides not to have any liquor, but both Allison and Joe drink a couple of beers very quickly. At the end of the evening Joe, who is pretty intoxicated on marijuana and alcohol, takes out his car keys and begins to leave. No one else seems to pay any attention to the situation--either they are ignoring it or they don't care. Marilyn hesitates because Joe is a real leader in the group and people pretty much go along with what he wants to do. Then:

Marilyn: Looks like you've really enjoyed the party Joe. It's been fun, hasn't it?

Joe: Yeah. Pretty good.

Marilyn: Are you sure you think you want to drive home? Maybe you've had a little bit more than you realize.

Joe: I'm OK. I'm OK.

Marilyn: Why don't you let Judy drive you--she lives right near you?

Joe: Nobody drives my car but me!

Judy: (Hearing her name, realizes what is going on) Yeah, Joe--let me. You know I'm a <u>really</u> good driver.

Joe: Yeah, you're OK, but so 'm I.

Other people at the party are now aware of the situation.

Alex: Listen, Joe, I've got an idea. I live right next door--you can sleep over at my place and drive home in the morning.

Joe: Umm.

Steve: Or, I've got another idea, Joe. If you really want to go home, I'll take you and bring you back tomorrow to get your car.

A group has gathered, and several people who had ignored the situation at first join in to urge Joe either to stay over or to let someone drive him. Gradually, he weakens.

Joe: OK, Steve. Let's get going.

Activity Five

Shyness

Objectives

Cognitive: Students will be able to:

- Define shyness and realize that it is a condition most people experience some of the time and some people most of the time.
- Understand that many people we think are conceited or cold are really just shy.
- Evaluate positive and negative strategies for coping with shyness.

Affective: Students will:

- Be more understanding towards others' shyness.

Skills: Students will improve their ability to:

- Apply a simple risk/gain analysis to shyness situations.
- Devise and evaluate "opening lines" to use when they feel shy.

Activity at a Glance

Feelings, attitudes, and coping strategies relating to shyness are discussed following the enactment of a scripted scenario.

Preparation

1. Make three copies of "Who's Shy?"

2. Assign as homework for three students the preparation of the scenario. They should be able to read their parts with

feeling. You may also want the role players (procedure Step #3) to prepare beforehand. If so, choose four more students and provide them with scripts.

3. Read the background information on shyness, page 52, in preparation for transmitting it to students during the discussions.

4. Optional: Record students (with their permission) who have performed, or are expected to perform, the scenario exceptionally well.

5. Optional: Duplicate "Evaluating Risks and Gains" if that variation is to be used.

Procedure

1. Have the prepared students read the script to the class. Reading will be most dramatic if three students read the whole script once without pause, and then a second time with pauses for discussion. For broader participation, three different students might read each section.

2. Discuss the script. Here are some leading questions:

- Pause #1: Is it possible Chris is really shy? Do we sometimes think people are stuck-up, conceited, or just plain not interested when they are really just shy? Do you agree with Mack or with Billy?

- Pause #2: Why can't they ask the girls to the dance? What is shyness? How does it feel? How does it work? Do you agree or disagree: Shyness is thinking (or, being afraid) that you can't have something you want when you usually can if you try.

- Pause #3: Is Mack right when he says some people like people who are shy? Why or why not? Does shyness have its good points, too? (What might they be?) Which is better: for Lou to try and get turned down, or for him not to try and perhaps be disappointed with himself?

- Pause #4: What are some of the other situations, not having to do with dating, when lots of people feel shy? Poll how many feel shy: in front of a large group; on the first day at a new school; talking with someone about an after-school job; dealing with a friend who has had a personal crisis--a death in the family perhaps; in the locker room dressing for gym; talking with the guidance director about your future plans. Do you think many

people use alcohol, drugs, or cigarettes to deal with shyness? Explain what Mack was saying about the dangers of using alcohol to make you less shy.

- Pause #5: Billy and Mack are trying to suggest ways that Lou could ask Chris that wouldn't be so difficult for him. Can you think of other things Lou might try? Are there usually things you can do to make it easier for yourself in shyness situations? Or is there not much you can do about it if you're basically a shy person?

- Pause #6: How often do girls ask boys? Should they do it more often? Do the ones who don't wait to be asked get a reputation? Agree or disagree: Girls are supposed to be shy; boys are supposed to be confident and fearless. Is shyness more of a problem for girls or for boys?

- Pause #7: Do people often do what Billy does--pretending not to go to the dance when they really want to but are too shy? How does it feel? What about what Mack says: When you don't have much confidence, you sometimes see everything as a turn-down and don't see the positive signals? Do you agree?

- At the end: What percentage of people your age do you think feel shy from time to time? Does it help to know that the other person may be just as shy and scared as you are? What are some other things you can think or do to feel less shy?

3. After reading and discussing the script have two sets of students role play:

   - Lou asking Chris to the dance

   - Katie asking Billy to the dance

Ask students to evaluate the role plays and suggest other approaches. How can they make either asking or responding easier for the person involved? What experiences have they had that would help them in recommending easier approaches?

Variations

1. Instead of using the scenario, students can discuss the following statements. Do they agree or disagree with them? Why?

- Shyness is fearing that you can't have something you want when you usually can if you try.

- It's better not to try than to try and get turned down or fail.
- When you don't have much self-confidence, you sometimes see everything as a turn-down and don't see all the come-ons.
- Sometimes we think people are stuck-up, conceited, or just plain not interested when they are really just shy.
- Many people like people who are a little shy.
- Shyness is more of a problem for boys than for girls.
- Girls are supposed to be shy and if they aren't, they get a reputation.
- Some people use alcohol, drugs, or cigarettes to try to be less shy.
- If you're basically a shy person, there's not much you can do about it.

2. After discussing the questions at Pause #3, students can go on to evaluate the risks and possible gains in Lou's situation. Discuss the possibilities presented in "Evaluating Risks and Gains."

Background Information for Teachers: Shyness

Philip Zimbardo's Shyness (New York: Harcourt Brace Jovanovich, 1977, Jove Paperback) is comprehensive and based on a great deal of original data, and best of all, it is a joy to read. (It is probably too advanced for junior high students, but it is definitely within the reach of many high school students.) For instance, it is replete with quotes from famous people like Carol Burnett, Isaac Bashevis Singer, Lawrence Welk, Johnny Mathis, and Barbara Walters. Some of the major points to make about shyness are:

1. Hardly anyone goes through life without ever feeling shy, but a great many people who once were shy no longer consider themselves shy. One way or another they learned to accept or cope with their feelings of shyness and stopped feeling that it hindered them. Nevertheless, more than 40 percent of the 18-to-21-year-old Americans surveyed by Zimbardo and his associates considered themselves shy people at the time.

2. Shyness has a great many possible roots and causes and a great many manifestations and effects. Many people who are extremely successful in public, such as performers and politicians, are extremely shy in personal situations. We often expect such people, or people who are attractive or gifted, to be aware of their stature and comfortable with people: if they are cool and don't seem comfortable we often assume they are cold, aloof, arrogant.

3. Shyness may seem like a curse, but it is a quality that is often attractive and enhancing to others. It may reflect too much humility and not enough self-esteem, but that is sometimes easier to like than too little humility.

4. Some of the situations which provoked the greatest shyness in Zimbardo's respondents were: appearing before a large group (73 percent); social situations or new situations (55 percent); situations requiring assertiveness (54 percent); and small social groups (48 percent). In examining the various ways people cope with shyness, students should particularly note the use of alcohol and drugs to compensate for shyness and become more socially relaxed. A great many alcoholics report that they found in drinking an antidote for their terrible shyness.

Who's Shy?

"She was shy and I thought her cold"

--Alfred Tennyson

Mack: You guys going to the dance next Friday or not?

Billy: Not!

Lou: No way! There's only one girl I'd go with and she'd never go with me.

Mack: Who?

Lou: You know who. I think Chris is the finest.

Mack: Chris Fulton?

Billy: You're not the only one who thinks she's the finest. She thinks she's the finest too! She's the most conceited, stuck-up kid in the school.

Lou: How would you know? Did you ever *even* talk to her?

Billy: No. That's just it. You never see her talking to anyone. She thinks she's too good for everybody.

Mack: Maybe she's just shy.

Billy: You kidding? You think she doesn't know how good-looking she is, how smart she is?

Mack: Why not? There's plenty of kids who seem to have everything going for them, but they're still shy. They don't know how good they look to everybody else.

Billy: No way. She's just sweet on herself, she doesn't even notice anybody else.

Pause #1

Mack: Maybe she'd rather act shy than confident. Maybe she thinks people will like her better that way.

Billy: Now why would anybody think that?

Mack: Well, look at Katie. She's right out there, she's loud, she's anything but shy. And some people don't like her, they say she's too pushy, she comes on too strong.

Lou: She does. I'll take a girl who's a little shy any day ahead of Katie.

Billy: Not me. Katie just says what's on her mind, there's nothing wrong with that. It's a lot better than thinking the world revolves around you.

Mack: How about this, then? You ask Katie to the dance, Lou can ask Chris, I'll go with Maria and we can all go together.

Lou: I can't ask Chris!

Billy: And I'm not asking Katie!

Mack: Why not?

Pause #2

Lou: Chris must have a million guys after her. She probably had a date for the dance the day they announced it.

Mack: Maybe everybody thinks so, so no one ever asked her.

Lou: Come on! You know there are guys who have lots of nerve and must have asked her.

Mack: But maybe she doesn't like that kind of guy. Maybe she likes guys who are more shy and modest. Anyway, you'll never know unless you try. What do you have to lose?

Billy: He'll get turned down, that's what he's got to lose.

Mack: So what?

Lou: Sure, you can say, "So what?" 'cause it isn't you who'll be standing there like a dummy.

Mack: Wait, hold on, time out! You're just thinking about the worst that could happen: she turns you down and you feel stupid. You have to think about the best that could happen too.

Pause #3

Lou: So what would that tell me?

Mack: You said yourself, the worst that could happen is you get shot down. You're not even worried other kids are going to find out, 'cause she won't tell and you won't tell. OK, let's say most likely she turns you down (which I don't happen to agree with). But what if she says yes? Then it would really be a big day for you, right? So are you going to do it and take a little risk for something really good, or are you going to play it safe and give up any chance at all?

Lou: I'm not going to do it. Just thinking about how I'll feel when I ask her and she says no, I can't bring myself to do it. Unless maybe if I got high before I saw her...?

Billy: Oh yeah, that's really smart! You'd really make a fool of yourself. And she'd probably know you got high, for false courage, and really know you were afraid of her.

Mack: Besides, there are lots of times that make you feel shy. If you get high to get you through them, you'll keep on doing it. When you use alcohol or drugs to make you into the person you wish you could be, that's the way you get hooked.

Pause #4

Billy: Listen, if you're just afraid of standing there like a dope when she says no, why don't you call her up? Then, if she says no you can just say, "OK, goodbye," and hang up.

Lou: That's even worse. I can't stand talking on the phone. I never know what to say or what the other person is thinking.

Mack: How about this, then?

Pause #5

Mack: You write her a short note. You say, "Dear Chris, I'm a little shy, I guess, but I wanted to ask you to the dance next Friday night. What do you say? Please just leave your answer in my locker, #402. Hope you can go. Lou Thomas."

Billy: Yeah, and then you write: "P.S., I promise I'm only shy at the beginning. If you go with me you won't be sorry!"

Lou: I can't do that. Who wants to go out with a boy who's too scared to even ask you? Besides, I'll still have to see her in the halls and in math class.

Mack: Are you sure you want to go to the dance with her?

Lou: Sure I want to go, but I can't ask her. If she asked me I'd go in a minute. Why don't girls ask boys more? It's not fair!

Pause #6

Mack: Well, she's probably not going to ask you, so if you want to go you'll have to take the chance she might say no. Tell you what I think, you two should make a deal--you'll each ask Chris and Katie by tomorrow night.

Billy: I'm not asking Katie! I don't even want to go to the dance.

Mack: Yes you do.

Lou: Yeah, if you really don't want to go, if you'd rather be doing something else, that's cool, no argument. But you'll be home wishing you were there. You'll be wondering when you'll get the nerve to ask someone like Katie, so don't pretend you don't want to go.

Billy: Listen, Katie doesn't want to go with me. Every time I say anything to her she either doesn't pay any attention or she makes some crack about it. She thinks I'm stupid.

Lou: You really believe that, don't you? You really think she doesn't like you? Every time I'm watching the two of you she gives you all kinds of signals. Like she laughs more, and she makes sure she's standing real straight.

Mack: Sometimes all you notice are the things that might mean someone doesn't like you, even if they have nothing to do with you. It might be the person's mood, or a stomach ache or something. And you don't notice all the things that people do to try to show they like you without saying it in so many words. If you expect to see nothing but Stop signs, everything starts to look like one.

Pause #7

Billy: But you said it yourself: Katie's not shy. If she wanted to go out with me, she'd let me know. She doesn't, and I'm not going to make a fool of myself asking her and getting shot down.

Mack: Look, Katie could seem so nervy and relaxed and everything, and it could be an act. Some people who are really shy and afraid no one likes them act very outgoing. You'd never imagine what was going on in their heads.

Lou: Besides, you were just telling me that getting turned down isn't the end of the world. No one would know, and if they did they wouldn't care. Hey, how many people do you know who don't have trouble asking a girl out? Everybody does. But if you want to go out with her you have to do it. So let's both do it, OK?

Billy: OK--but no cracks about it, whatever happens.

Mack:
Lou: All right!

Evaluating Risks and Gains

If Lou doesn't ask Chris to the dance:

What does he risk? What does he gain?

(Nothing ventured, nothing gained.)

If Lou does ask Chris to the dance:

What does he risk? What might he gain?

She turns him down and:

- He feels like a clown.
- He never forgets how it felt to get shot down.
- He is uncomfortable when he sees her in the halls.
- Everybody finds out and laughs at him.

She says yes and:

- He feels great for having asked her.
- He never forgets how it felt to overcome his shyness.
- They go to the dance and have a great time.
- The boys envy Lou, and the girls are more interested in him.

She goes to the dance with him and:

- He has a terrible time.
- She has a terrible time.
- Other?

- They continue to go out after that.
- They become really close.
- Other?

Lou thinks Chris will probably say no. Should he consider that in making his decision? Why or why not? (How can Lou know what Chris feels or wants?)

If Lou thought he had a 50-50 chance of Chris's accepting, what would he decide to do after he listed what his risks and gains were?

Activity Six

Being Alone

Objectives

Cognitive: Students will be able to:

- Define and distinguish between isolation, loneliness, privacy, and solitude.
- List two strategies to use when they want to be alone in a typical day.

Affective: Students will:

- Appreciate that it is often better to share feelings and problems with someone trustworthy than to hide them or keep them in.
- Recognize that it is important and valuable to be alone sometimes.

Skills: Students will improve their ability to:

- Tell a friend that they prefer to be alone in a hypothetical situation.
- Plan strategies to use when feeling lonely.

Activity at a Glance

Students read and discuss a variety of descriptions of being alone, and role play some of the steps that can be taken to obtain privacy or deal with loneliness.

Preparation

1. Choose five of the "Being Alone" statements and make two copies of each, so that each of the small groups will have two different statements to discuss. (If your class is very

large, you may have to make an extra copy of two of the statements.

2. Put discussion questions (#2, below) on the chalkboard.

3. Duplicate "I Really Want to Be Alone" and "I Really Don't Want to Be Alone," two copies each.

Procedure

1. Ask students to define the terms loneliness, isolation, privacy, and solitude. One way to do this is to have students jot the terms down on a piece of paper and then ask them to give examples of situations that define each term as a basis for clarifying meanings. Encourage students to evaluate one another's contributions, but be prepared to guide the discussion if personal experiences are being used.

2. Divide class into five groups. Distribute two statements to each group, so that each is discussed by two groups. Ask groups to respond to the following discussion questions posted on the chalkboard for each of their two statements:

- Is the statement about loneliness, isolation, privacy, or solitude?
- How does the speaker feel about being alone?
- Do you agree or disagree with most of what the speaker is saying? Why?
- Do you have any experiences like the speaker's to share with members of your group and with the class?

3. Return to large group and refine the definitions of the terms above. In basic terms:

- Loneliness is feeling alone and disconnected from others when you don't want to be. It is a temporary or situational feeling and one that everybody feels sometimes.
- Isolation is like an extension of loneliness; it's repeatedly, or even always, feeling alone or disconnected from others when you don't want to be. It's a pattern you didn't choose and would like to get out of.
- Privacy is being alone by choice; it's keeping things out of sight of others. It's completely natural, necessary, and healthy, but when it's overdone, it can lead to isolation.

- Solitude is enjoying the feeling of being alone--it's choosing to be alone or disconnected temporarily or in certain situations, and it often implies a peaceful, reflective, philosophical kind of feeling.

4. Here are the main points of the ten statements:

James: Friendships change as interests change and as people develop differently. There may be periods of loneliness, but they will end.

Corey: Rural life may look good to teenagers who live in noisy, crowded cities, but it can be lonely and isolating, especially when it's hard to get around.

Billy: To some teenagers, being alone feels dangerous and is to be avoided; friends are safety.

Eddie: You can feel completely alone and lonely standing on a stage in front of a hundred people. You're on your own. But when you come through it, you feel great.

Tina: Many people who are always alone and lonely really like people and would love more contact. They just don't know how to break out of their isolation.

Alysha: Everyone needs some privacy, especially at certain times of day or certain occasions. It can be a source of tension within families or among friends.

Pat: It's great and important to get time by yourself to think, to take stock of yourself, just to relax and put things in perspective. People need to make sure they get some peace and solitude sometimes.

Paul: Boys think they're supposed to endure their problems and feelings silently and never let them show. But it's not healthy and it feels bad to keep everything in, and it doesn't make you more of a man at all.

Jenny: A lot of loneliness is a state of mind. If you remember that everyone is lonely sometimes, you'll be less shy when you want to make contact with someone you don't know.

Jose: When you first arrive in a county and you don't speak the same language, you feel terribly alone and frightened.

5. Ask for four volunteers for two role plays, "I Really Want to Be Alone" and "I Really Don't Want to Be Alone."

The situations are simple, and the role plays can be prepared in five minutes or less. After each situation is played out ask students how they would have handled the situations. Encourage other pairs to role play the situations as they would respond to them.

Variations

1. Students can respond individually in writing to two or three of the statements, then discuss their responses.

2. Have students who are good readers read some of the statements, or read them yourself in a dramatic fashion.

3. Show "No Trespassing," part of Self, Inc. (Agency for Instructional Television) and discuss. The film emphasizes advantages of privacy, and the difficulty in getting privacy, rather than loneliness.

Being Alone

James

This is going to sound a little dumb, so don't take it wrong. In junior high school, my friends started getting interested in girls and I didn't. I guess I was still afraid of them or something. So all they were interested in was girls and parties and looking good, all of a sudden, and I couldn't stand it. And if it would help get them girls, they would hang out with guys who were hoods, or stupid, or boring. And instead of playing ball after school like we used to, they were walking girls home and stuff like that. I started seeing less and less of them. I felt like they didn't want to be my friends anymore. I thought, this is the worst, I was so lonely. But gradually I made new friends, and some of my old friends came around again, and I came around, too, when I started being interested in girls.

Being Alone

Corey

Most city kids would probably trade their house for mine any day, but if they lived here for a while, I don't think they would anymore. It's a nice house, there's lots of trees and grass, we grow our own food, but you know what? It's lonely a lot of the time. There aren't that many friends close enough to bike to. Sometimes I have to hang out with someone I don't like that much, just because it's better than being alone. And if I want to see other friends, I have to get someone to drive me and pick me up. And sometimes I can't, and sometimes they do it, but you know they don't want to. I wished I lived in town. Maybe it's dirty and noisy, but you don't spend your afternoons being angry because your mother can't drive you somewhere, and you don't have to be alone unless you want to.

Being Alone

Billy

The only time I like to be alone is when I'm with a girl. Other than that, I want two or three friends with me, at least. Because friends are protection, you protect each other. The world is a crazy place, and I'm not just talking about on the streets, but anywhere. You always feel safer and you don't have to take anything from anybody if you got a couple of friends who you know will stick up for you.

Being Alone

Eddie

The time I felt most alone was when I had to step forward out of the chorus to sing a solo in front of this huge audience. Well, it seemed huge to me then because of how old I was, 12 or something, and it was all parents and friends and teachers. Anyway, I was so nervous I thought I was going to throw up before the show started. Then when I was standing in the chorus counting the seconds before I'd have to step out, I broke into a cold sweat and, seriously, I thought I was going to faint dead away. Then I heard my name and stepped out and all I could think about was, all of those people are looking just at me! And then something snapped, and it was like I became unconscious, I kind of went blank and became like a machine. I mean, I made it to the microphone and sang my song without thinking about anything, without looking at anything. It was like, one minute I was terrified, and the next thing I knew it was all over and people were clapping and cheering. And I couldn't believe how many people there were, that I had sung for all of them. They were all cheering for me, they were all looking at me. I was so happy tears came to my eyes.

Being Alone

Tina

I know this old lady who lives by herself. She never has anybody come to visit her, and she never goes out except to buy some food. She has a cat, and she treats that cat better than most people treat other people. In fact, she's a little bit crazy with that cat. She talks to it all the time, asks it questions. It's funny, because she's friendly to other people, like she always starts these little conversations with me about almost anything she can think of. She likes people, you can tell, she's not one of those people who just want to be left alone. But she doesn't have any friends. She must be real lonely. When I see her I always think, I hope I'm not like her when I get old. I hope I always have as many friends as I have now.

Being Alone

Alysha

My mother, when she comes home from work and she's all tired and wired and everything, she'll just go off by herself and spend a few minutes being alone and quiet. And if one of us comes in and starts talking to her, she just throws us out, no questions asked. At first I got angry. I mean, you're my mother, you're supposed to be here for me to talk to and stuff. But then I could see that she needed some time to unwind before going on with her work at home, too. But then I'll be upstairs with my earphones on my head listening to music, and she'll come in and just demand that I listen to her. I say, "Not now, Ma, I'm thinking, I need some time to myself." And she'll say, "You're not thinking, you're just listening to that dumb music." Boy, that kills me! How does she know I'm not thinking? How else am I going to think with two brothers always on top of me? Sure I'm listening to music, but underneath it I'm thinking, too. I may not be doing my math homework, but I'm still thinking.

Being Alone

Pat

I used to have to rush out of the house as soon as I got up in the morning. And I hated to, not because I wanted to sleep more, but just to lie in bed, thinking, quiet, letting the thoughts come and go. I bet most people, when they get up in the morning, love to just lie around, not be disturbed, and just think about all kinds of things. But do they take the time to do it?

Anyway, one day on my way to school I was real agitated about something, some problem in my family. I passed this park that I go by every day, practically. I noticed the flowers as I was going by. And then I turned around and went in and just sat on the grass. It was just for a few minutes, but that was the first time I went out of my way to be all by myself.

Now I do it whenever the feeling comes over me, and that doesn't mean just when I have problems. I try to be someplace where there's hardly any people. Then I don't have to think about what I look like or what they think of me--I'm completely off stage. I relax, I let thoughts come and go, I dream, I plan, sometimes I worry. I separate in my mind the important things from the things that don't really matter. To me, it's like taking time to catch your breath and look where you're going instead of just running as fast as you can all the time.

Being Alone

Paul

You're not supposed to let things bother you too much, especially if you're a guy. You're supposed to be big and bad and above all, cool. A lot of guys think that when they're going through something, they just have to grit their teeth and ignore it or go off by themselves and lick their wounds. You're supposed to be more of a man if you never complain or ask for help, like, if you don't give in to a problem, it just goes away or was never really there. But that's dumb! If you don't have anybody to go to when you have a problem, you don't have any friends.

Being Alone

Jenny

When you're alone and you don't want to be, that's a bummer for anybody. That's what loneliness is, and everybody feels lonely sometimes, no matter who they are. You can even feel lonely when you're surrounded by people. I mean, who's lonelier than the person who has all these friends in couples and everything, and has no one who really loves her? You could be lonely in the middle of a crowd, 'cause loneliness is a feeling inside, and you can have it no matter what's happening outside. But it helps me to remember that almost everybody is lonely sometimes, and that loneliness comes and goes. And you can do something about it. Hey, just remembering that everyone feels lonely helps me go up to someone I don't know and strike up a conversation. I figure the chances are, she's just as glad to have me to talk to as I am to have her.

Being Alone

Jose

When I first came here, I didn't speak English at all and I could hardly understand it, either. Every time you hear kids talking and laughing you think, "They're probably talking about me." Everybody's talking and nobody's talking to you. Everything's a secret and everything is twice as hard. If you have a lot of relatives or something, then it's okay. But I didn't. I had to learn English fast, man, because I felt so lonely and alone. I felt like a little animal who didn't know my way in the forest, and there's hunters all around.

I REALLY WANT TO BE ALONE!

Juanita and Rosa are good friends and spend a lot of time together. But today Juanita has decided she wants to be alone. It's a beautiful spring day and she plans to go to the city park after school, just to lie in the grass and smell the flowers. But she doesn't feel like talking or listening to anyone. But Rosa sees her as she leaves school.

Juanita

- Why do you want to be alone?
- How will you feel if you can't be alone, but have to be with Rosa instead?
- How do you feel about Rosa? Do you care whether she feels bad or not about your desire to be alone?
- What are all the things you can say to Rosa?

Rosa

- You can't understand why Juanita would rather be alone than with you. You think this means she doesn't like you as much as you like her. Will you say this to her, or just act hurt?
- Have you ever just wanted to be alone?
- Do you assume Juanita wants to be alone because she must have a serious problem she'd be better off talking about?
- Do you have any special reason for wanting to be with Juanita today?

I REALLY DON'T WANT TO BE ALONE!

Kenny is feeling particularly lonely this weekend. His two closest friends are away for the weekend, and there's no softball game at the neighborhood playground. Also, he knows there's a party tonight at some kid's he knows from school. But he doesn't really think he'll be welcome there because he's not that friendly with him (even though there are always people who just come to parties without knowing anyone, and nobody minds).

One part of Kenny feels just plain lonely and thinks there's nothing he can do about it but feel that way. He even begins to feel that no one really likes him. Another part of him, though, thinks he doesn't have to let it get the best of him--that there are things he can do to overcome his loneliness.

<u>One Kenny</u>

You are bored and lonely and just think that there is nothing you can do to enjoy the weekend.

- Why do you feel that way?
- Why do you think there is nothing you can do about the feeling? What do you say to the other Kenny who wants to do something about it?

<u>The Other Kenny</u>

You are bored and lonely but think you might be able to change the feeling.

- What kinds of things can you do better alone than with other people?
- If you decide you really want to be with people, what will you do?
- What will you say to the Kenny who seems to be determined to stay lonely?

Activity Seven

Having Just the Friends You Want

Objectives

Cognitive: Students will be able to:

- Name at least two ways in which they can make new friends.
- Cite at least three ways in which friendships may be strengthened.
- Identify possible reasons for ending a friendship.

Affective: Students will:

- Recognise that good friendships are more the result of choice and effort than accident or luck.
- Recognise that there are good reasons for ending some friendships.

Skills: Students will improve their ability to:

- Devise strategies for becoming closer friends with someone.
- Pay a compliment to, and receive one from, a friend.
- Make and interpret a graph.

Activity at a Glance

Students examine beliefs and practice skills related to proactive friendship through the development of a hypothetical "friendship history," optional interviews with adults, and role play.

Preparation

1. Have the continuum shown in Procedure #1 on the chalkboard as students enter.

2. On newsprint or on another part of the chalkboard put up the situation on which the friendship history is based (see page 72).

3. Duplicate questions on pages 72-73 if students are to work in small groups to develop friendship history.

4. Optional Activity (see page 73): Arrange for three interviewees for the next session. The panel should ideally consist of an older student, a teacher or parent, and an elderly person, with both sexes represented. All should be prepared to talk openly, though without naming names, about friendship.

Procedure

Session 1

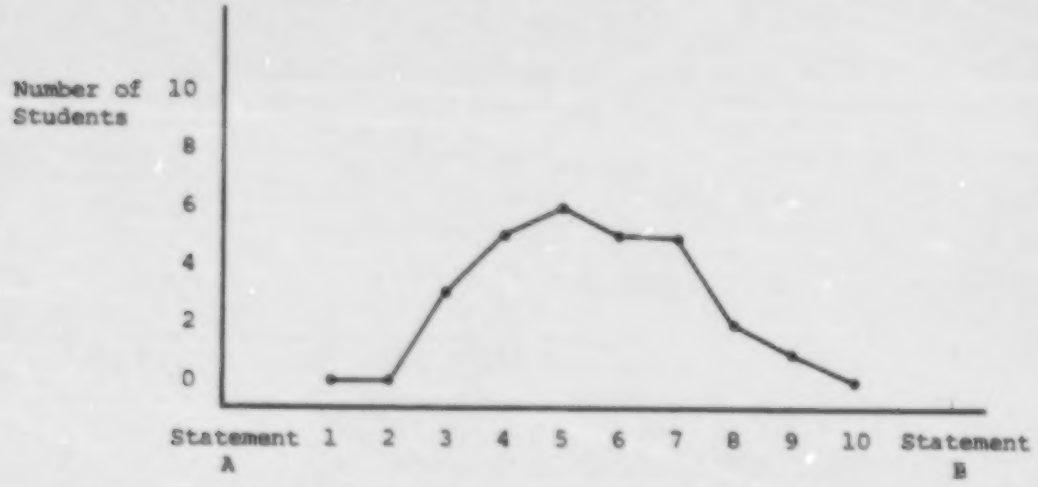
1. Put the following statements on either end of the chalkboard and the continuum across the full length of the chalkboard along its bottom. It may be necessary to explain how the continuum works.

Statement A	Statement B
Good, lasting friendships are the result of good choices and lots of effort. If you have no friends or the wrong friends, you have no one to blame but yourself.	Good friendships are the result of luck, accident, or "chemistry." There has to be a strong "connection" between two people. If it's there you know it and it lasts. If it's not you can't make it happen.

1 2 3 4 5 6 7 8 9 10

2. Ask students to locate themselves on this continuum by standing in lines in front of the number that most closely represents their attitude about how friendships are made.

3. The class is now a "living graph." Draw that graph on the continuum. For example:



Summarize the present position of the class on the question posed by the two contradictory statements. Explain that for the next two or three periods students will examine the question and then see if the overall opinion of the class changes in either direction.

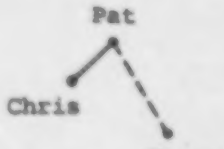
4. Students are provided with a chronology of the relationships between three young people (who can be all of the same sex or of different sexes, as the students choose) over a period of five years. Based on this minimal information, students imagine a "friendship history" of the relationships. Although the people are not real, what happens between them should reflect what students think happens in real friendships.

The class can work together to develop a single friendship history, or students can work in groups of five or six to develop different versions. In either case, someone should record the story line or lines developed, noting in particular important turning points in the relationships.

The friendship history starts off as follows:

At 13

Pat, Chris, and Terry became good friends when they were 13. By the time they were 18 Pat and Chris were very close friends; Pat and Terry were friends, but not really close friends; and Chris and Terry were no longer friends at all.



At 18

5. The following questions act as guidelines in the development of these histories and highlight the question of choice and effort vs. luck and "chemistry" in developing frendships. If students are working in small groups each group will need a copy of the questions. If the history is developed by the class as a whole, the questions can come up as part of the discussion.

- How did Pat, Chris, and Terry become friends? Why did they become so close to one another but not to other kids they knew? Were they attracted by their similarities or their differences? Did they become friends because they sat next to each other? Lived near one another? Played on the same team? Because their parents were friends?

- Imagine that you are interviewing all three friends and each one has a different answer to the question: "What one event do you remember as a high point in your friendship?" What kinds of experiences over the years made their friendship stronger? (For instance: special help with a problem, physical or team activities, emotional situations, danger.) Did these things just happen, or did the friends initiate them?

- Why did all three friends consider themselves "close friends" rather than just "friends"? How did their relationships differ from other friendships?

- What were some of the tests and challenges to the friendship between Pat and Chris? For instance, imagine asking each the question: What was the time you came closest to ending your friendship? How did you come through it? Explain how different interests, new friends, misunderstandings, or jealousy could have weakened their friendship. Or did none of these threaten their friendship? Was it through luck or by effort that they remained friends?

- Tell the history of the end of the Terry-Pat friendship as you think each of the three characters might tell it. Did they just drift apart? Or did either Terry or Pat decide not to be friends anymore? What are some good reasons for ending a friendship? Is it possible that Pat and Terry lost their friendship just because neither one put in the time and effort to make it work?

6. With the class, summarize the beliefs about how friendships develop as illustrated in the histories. Which did students emphasize most: choice and effort, or luck and "chemistry"?

Optional Activity: Students interview one or more people at least five years older to see if the hypothetical friendship history resembles the actual experiences of others. The first four questions on page 72 may be used as interview questions. Students can conduct the interviews either as a homework assignment, or in the next class session, with a prearranged panel as discussed under "Preparation."

Session 2:

1. If interviews were conducted as suggested for an optional activity, discuss them as a class. Did the people interviewed feel that their friendships were mostly similar to or different from the friendship history the class constructed? If there were differences, where did they occur and what caused them?

2. Divide class into four groups, each dealing with a different stage in the friendship process. This is a crucial part of the activity, and you should be sensitive to any personal issues that might arise and at the same time help students realize that they can make choices and take action in making, preserving, or ending a friendship.

(a) Finding and choosing friends.

(b) Making friends (becoming closer to someone you like).

(c) Keeping friends (making it through hard times).

(d) Losing friends (ending friendships).

3. Ask each group to list things a person can do at each stage to make friendships less a matter of luck. For example:

Group (a): Suppose you moved to a new town or just wanted new friends? Where and how could you find potential friends? What steps would you take to turn a new acquaintance into a friend? List some things you might do and choose two to role play.

Group (b): Once you know you want to be better friends with someone, what can you do to make it happen? What fears inhibit you? Role play several things you could do for or with someone you like to strengthen the friendship.

Group (c): What are some of the everyday things that happen between good friends? Make a list of some of the bonds between good friends and choose one to role play for the class. For example, role play one friend complimenting the other and the other responding.

Group (d): Take an incident between friends such as extreme competition, a violated trust, or a misunderstanding through rumor. Prepare two role plays for the class: one showing how such an incident might end a friendship, and the other showing how it might be handled to preserve the friendship.

4. Allow a maximum of fifteen minutes for small group work, and then ask the groups to share their conclusions and to reproduce their role plays.

5. Ask students to place themselves on the continuum in Session 1, step 1 again, and plot the graph of the class' position. Discuss reasons for change or lack of change.

Variations

This activity may be shortened by presenting a story of Chris, Pat, and Terry which you can prepare (often from your own experiences). Students read and the account and:

1. Brainstorm choices open to each character at different junctures.

2. Role play the results of the choices.

As in the above method, the key stages are finding and choosing, making, keeping, and losing friends.

Activity Eight

Qualities of Friendship

Objectives

Cognitive: Students will be able to:

- List and compare a variety of positive qualities, identifying which are most important to them in good friends.

Affective: Students will:

- Recognize that friends, like other people, have many excellent qualities and may lack others.
- Be aware that a person's friends and potential partner should have qualities that he or she finds most important.
- Recognize that the qualities valued by girls and boys in their friends are more similar than different.
- Recognize that there are many different qualities that boys and girls find attractive in the opposite sex.

Skills: Students will improve their ability to:

- Follow precise, complex directions.

Activity at a Glance

Students define, rank order, and compare a variety of positive qualities to be found in their friends, dates, and future partners.

Preparation

Duplicate "The Qualities of Friendship," one copy per student.

Procedure

1. Distribute student worksheets and make sure that the instructions are clear: In questions I, II, and III students pick any one word from each of the three columns down, and one of the eight combinations going across.

2. Review the terms on the worksheet until you feel that the students are comfortable with them and will be able to make appropriate selections. For example, honest," "loyal," "generous," "independent." Does generosity refer only to money? Does honesty include saying things a person may not want to hear? Does loyalty mean sticking by someone no matter what?

3. Have students fill out worksheets. You may want to complete a worksheet along with the students.

4. Tabulate and discuss results.

- Tally IVa. Which numbered combination did boys (girls) think was most important to girls (boys) in a good friend? Compare the results of boys' and girls' actual answers to Ib. Did they answer Ib similarly? How close did predictions in IVa come to the real answers? Are there any surprises?

- Tally IVb and IIb in the same way and discuss. (Discuss also the most common responses in IIa and examine differences by sex.) Do most boys (girls) agree on what they find attractive in the opposite sex? Or do different people find different qualities attractive?

- Tally IVc and IIIb for boys and girls. What qualities do boys and girls want in future partners or spouses? Were the qualities chosen in IIIa for a future partner similar to or different from those in Ia for a friend?

5. Discuss: If you know that honesty, for example, is very important to you, why pursue a friendship or dating relationship with someone who, whatever his or her good qualities, is always "playing games" and has too hard a time being honest?

6. Optional: Students pick, but do not report, one quality from each column they think they have a great deal of and do well; and one from each column they wish they could be better at.

Variations

The tabulations can be used as a lead-in to the further exploration of friendship. For example: If honesty is so highly regarded, how much honesty? How much loyalty? If you want a helpful friend, does that mean you'll always appreciate his or her help? Can a friend be too easygoing? This activity can be limited to question I (a and b). After results are tabulated, students brainstorm situations in which these questions are being tested. These student-generated dilemmas can then be used instead of the situations presented in the next activity.

THE QUALITIES OF FRIENDSHIP

For questions Ia, IIa, and IIIa, pick one word from each of the three columns going down. For questions Ib, IIb, IIIb, and IV, select one of the eight combinations running across the list.

1.	hard-working	cheerful	reliable
2.	affectionate	thoughtful	attractive
3.	loyal	athletic	anti-drug (straight)
4.	honest	intelligent	talented (creative)
5.	fearless	independent	confident
6.	generous	idealistic	helpful
7.	street-smart	adventurous	funny
8.	playful	easy-going	gentle

I. Qualities that are most important to you in a good friend:

(a) Pick one word from each column down.

_____ .... _____ .... _____

(b) Pick one combination going across.

_____ .... _____ .... _____

II. Qualities that are most important to you in a "date"--someone you would want to go out with:

(a) Pick one word from each column down.

_____ .... _____ .... _____

(b) Pick one combination going across.

_____ .... _____ .... _____

III. Qualities you think would be important to you in a future spouse or long-term partner:

(a) Pick one word from each column down.

_____ .... _____ .... _____

(b) Pick one combination going across.

_____ .... _____ .... _____

IV. What would you expect . . .?

If you were a boy, what qualities would you expect to be most important to girls?

If you were a girl, what qualities would you expect to be most important to boys?

(a) In a good friend, which combination going across would they pick most?

_____ .... _____ .... _____

(b) In a "date," which combination would they pick most?

_____ .... _____ .... _____

(c) In a future spouse or partner, which combination would they pick most?

_____ .... _____ .... _____

Activity Nine

Friendship in Action

Objectives

Cognitive: Students will be able to:

- Name at least two alternatives to accepting a ride with someone who has been drinking or using drugs.
- Describe alternative courses of action when they know a friend is selling drugs.

Affective: Students will:

- Accept that each individual is responsible for what he or she does or does not do in a relationship or as a member of a group.
- Accept that a good friend will never expect someone to do something for which he or she will lose self-respect.
- Value communicating needs and feelings directly to friends rather than hiding or disguising them.
- Recognize that emotions such as anger, envy, and attraction, are as much a part of friendships as laughter, concern, and affection.
- Recognize that people respect others who apologize when they have hurt someone they care about.
- Recognize that qualities of friendship do not differ according to gender.

Skills: Students will improve their ability to:

- Articulate the points of view of different people in certain situations.
- Make and implement individual decisions in situations where one's personal preferences or sense of right may differ from those of peers.
- Communicate honestly and directly with friends.
- Ask for help from friends, and offer help.

Activity at a Glance

During three consecutive periods, students will present structured role plays on drinking and driving, drug selling, and opposite-sex relationships. They will also respond in writing to opposite-sex situations while the role plays are being prepared.

Preparation

1. Duplicate "Boys and Girls Together," one copy for each student.

2. Duplicate "The Night Before," one copy of each role.

3. Duplicate "What Is Loyalty?" (I and II), one copy of each.

Procedure

Session 1:

1. To connect with previous activity, explain that it is often easier to define qualities of good friends verbally than see them in the situations teenagers actually find themselves in. In the next few sessions the class will look more closely at what friendship means, how friends act toward one another, and what choices they sometimes have to make.

2. Ask for two volunteers for the role play, "The Night Before." Each volunteer takes a role and picks one friend in the class to prepare with and plan the part. The two parts must be planned separately, and role players must be generally faithful to their roles. They will have ten minutes to prepare a part that will answer the following questions: What is the character like? What does the person want? What will he or she say? What is the other person likely to say? Each character description includes questions to help develop the character.

3. While they prepare, distribute "Boys and Girls Together" to the remaining students. Ask them to respond in writing individually to one of the five situations. They will work on them again the next session and discuss them in Session 3.

4. Read the situation introducing "The Night Before." Students begin the role play with Rita saying, "I thought you'd

flip out when I told you." The role play should not last more than 5 to 7 minutes.

5. For discussion:

- How did you feel playing Mariana? How did you feel playing Rita?
- Was the situation realistic? Were the characters believable?
- Did Mariana and Rita come up with a good plan? Any plan? What does it involve? And will they probably stick to it? What else could they try?
- Mariana and Rita are friends. Did they act like friends? Why or why not?

5. Optional: Additional role play(s): Rita and Mariana talking with Tony and Joe before the game; Mariana talking to her mother; Rita and Mariana talking with Tony and Joe after the party was underway.

Session 2:

1. Select volunteers for "What Is Loyalty?" Ask them to develop and prepare their roles separately, each with a friend of their choice. (Chris may decide to approach Terry with another friend; if so, a third character can be added to the role play.)

2. Redistribute the handouts, "Boys and Girls Together." Students can continue to respond to the situation they began in the previous class, or choose a second situation, while the role play is being prepared.

3. Read the situation for "What Is Loyalty?" Ask the student playing Chris to explain where and when the scene is occurring. The role play should last not more than 5 to 7 minutes, even if the situation is still unresolved.

4. Discuss along lines similar to the previous class, beginning with the role players saying how they felt in their roles. Discuss what happened, what might have been done differently, and how observers felt about the characters. Discuss other situations in which the words "loyal," "honest," "adventurous," "helpful," might be defined among friends.

Session 3:

1. Redistribute "Boys and Girls Together." Ask students which of the five scenarios they would like to discuss first.

2. Discuss what characters probably would do; what they should or should not do, and why; and why it might be a difficult situation.

3. If students want to prepare brief role plays of some of these situations, they can work out with a friend what they think the character should do. For instance, in Situation 2, what could Anita say or do that might discourage Jim from swimming? In 3, how would Jeff apologize?

4. Discuss opposite-sex relationships.

- How are they similar to other friendships?
- How do they differ?
- Do people tolerate behavior from opposite-sex friends that they would not tolerate in same-sex friends?

Note to Teachers: Situation 1 in "Boys and Girls Together" and the role play "The Night Before" involve alcohol abuse; the role play "What Is Loyalty" revolves around drug use. For more information on these issues and suggestions for dealing with them in the classroom, refer to the THTM Module Protecting Oneself and Others; Smoking, Drinking, and Drugs, particularly Activities Four through Seven and Eleven.

BOYS AND GIRLS TOGETHER

Situation 1: Trouble at Home

Larry and Jeanette have known each other for several months, but have just started going out a few weeks ago. This is the first time Larry is picking Jeanette up at home. Jeanette's father is clearly drunk and insulting. Larry pretends not to hear him, and Jeanette rushes them both out of the house as quickly as possible. Immediately, Jeanette starts a conversation that has nothing to do with what just happened.

- What are all the things Larry can do or say?
- How does Jeanette feel now? How would she feel if Larry did each of the things he might try?
- If Larry and Jeanette were not going out together or were friends of the same sex, would they feel differently or make different choices?
- What would you do if you were Larry?

Situation 2: Taking Chances

It's late afternoon on a very hot day, and a group of kids are at the beach. Jim is determined to impress Anita. Although he's really wiped out from so many hours in the sun and too little sleep the night before, he feels he has to join two other boys who are going to swim way out to where the jetty ends. Anita, who knows Jim is tired, says, "That's so far to swim. Are you sure you want to do it?"

- What does Anita think or feel in that situation? What, if anything, does she want Jim to do?
- What is Jim feeling? Does Anita's comment make him feel differently?
- What are Jim's and Anita's choices? If he decides to swim, can--or should--she try to stop him, and how? If she shows she wants him to do it, how can he respond?
- Would this situation be any different if Jim and Anita were friends of the same sex?

Situation 3: His Own Man

Sherri and Jeff have been going together for about a month and really like each other. But Jeff's friends kid him about being a "married man" and tell him he's wrapped around Sherri's finger. So, to prove to them he's "his own man" Jeff picks a fight with Sherri over something stupid and tells her off in a very mean and hurtful way in front of a group.

- What are all the things Sherri can do (not including murder!)?
- If Sherri wants to set Jeff straight, but does not want to end their relationship, what should she do?
- What does Jeff feel? What might he say?
- Suppose Jeff realizes he was wrong and is really sorry and wants to keep going with Sherri. How does he apologize? What does he say? How does Sherri take it? And how do people feel about others who apologize when they are wrong?

Situation 4: Being Put Down

Marcus and Flash are friends, and they both like Caroline. Flash is not just fast on his feet—he's fast with words, too. He's just finished telling about thirty-seven rapid-fire jokes on Marcus. Marcus started out laughing. So did Caroline. But now he's just raging mad.

- What are all the things Marcus can do?
- What will happen if he does or doesn't do each one?
- What does Caroline feel or want to happen? Is there anything she can do in this situation to make it better or worse?
- Suppose Caroline is interested in Flash, not Marcus. Would that affect how she might behave in this situation?

Situation 5: Sitting This One Out

Elena has decided she's going to take a break from any kind of romantic relationship for awhile. It just isn't worth it right now--it's more trouble than it's worth. She gets all tense and nervous, worries about how she looks, worries about her parents, feels guilty about her schoolwork. And she feels that she's got plenty of time and can wait until she meets someone special. She's been seeing Danny, and she actually likes him a lot as a friend. He's smart, good-hearted, and he treats her like a person--but how will he feel when she tells him she just wants to be good friends?

- Do people often feel the way Elena feels? Or is it just that Danny really isn't the right person for her?
- What are Elena's choices? How will Danny react?
- Could the situation happen in reverse, with Danny in Elena's position? Why or why not? What would happen?
- Will Elena get support or ridicule from her friends?

THE NIGHT BEFORE (RITA)

It's Friday night and Rita and Mariana are talking on the phone. Rita is all excited: Tomorrow evening is the big basketball game, the regional finals, down in Plainfield, about a half hour's ride away. Everybody who matters in the school will be there, and not just to cheer the team on--it's the biggest excuse for a party all year. And now Rita and Mariana can go too! And best of all is who they're going with: Tony and Joe!

Rita

You can't believe you're going to this game with Tony! You've been hoping he would ask you out for months. And if the team wins, the partying will be beyond belief, with all the older kids getting beer and probably bringing joints, too. The rumor is that they've got a spot all picked out. You're even cool with your mother. She assumed the game was in town, and you didn't tell her otherwise. So as long as you're home by 12:30 (or a little later, since she's a sound sleeper) you'll be OK.

You're a little surprised that Mariana doesn't scream with excitement when you tell her your news. After all, she's very interested in Joe, and here you'll be with all the older kids.

- How do you feel when Mariana isn't as excited as you thought she'd be?
- Mariana is your closest friend. What are the things you like best about her?
- Why does partying with the older kids mean so much to you?
- How do you feel about the way you're "getting past" your mother? What do you think of kids who are always honest with their parents?
- Do you think anything could possibly go wrong tomorrow night? If so, what? Could what happens affect your friendship with Mariana?

THE NIGHT BEFORE (MARIANA)

It's Friday night and Rita and Mariana are talking on the phone. Rita is all excited: Tomorrow evening is the big basketball game, the regional finals, down in Plainfield, about a half hour's ride away. Everybody who matters in the school will be there, and not just to cheer the team on--it's the biggest excuse for a party all year. And now Rita and Mariana can go too! And best of all is who they're going with: Tony and Joe!

Mariana

You start to get really excited about the arrangements Rita has made, since you think Joe is terrific and you like the idea of partying with the seniors. What's more, you really enjoy basketball. But as soon as you start to think about it, you realize: Joe and Tony don't have cars, they don't even have licenses yet. It's probably their friend Keith who's driving, and you really don't trust Keith. For one thing, how come he hangs around with kids who are two or three years younger? You've also seen him drunk a couple of times, and he was nasty. Your mother is going to want to know everything about your plans, and you see her point. She'll never go for it, and even if she did, you're not sure you do. The only way you're going to make this work is if you and Rita plan for whatever might happen, and if your mother is satisfied that you know what you're doing. The main question is, how will you get back from Plainfield if Keith does a lot of drinking?

- How can you and Rita prepare for what might happen before the party starts?
- What are all your options and what are their consequences?
- What will you say to your mother?
- What will you say to Rita if she won't plan this out with you or promise to stick to the plan?
- How might the outcome of this situation affect your friendship with Rita? Does that influence what you decide to do?

WHAT IS LOYALTY? (CHRIS)

Chris and Terry have been friends for two years and have been through a lot together. Now Chris has found out that Terry is selling drugs. Chris has a 13-year-old brother whose friend bought some pills from Terry.

Chris

Terry has been one of your two closest friends. But you believe your brother's friend. After all, why would he lie? Besides, in recent months Terry has talked about drugs more, acted a little strangely, and even suggested that you "do some pills" together. And lately, he's had lots of spending money. You don't use drugs and believe they are dangerous.

Questions to prepare for the role play:

1. What are all the things you feel? Do you feel angry? Worried about Terry? Envious of the money? Nervous about saying something to Terry? Hurt and disappointed that Terry didn't tell you directly? Protective of your kid brother and his friends? Loyal and ready to defend Terry?

2. What are the different things you can do, and what will they accomplish? Do you want to mind your own business and pretend you know nothing about it? End your relationship? Join Terry's business? Express concern about what Terry is doing? Threaten Terry? List all the possible courses of action and what might happen. Also, how will you feel about yourself if you do each one?

3. Are there any alternatives you left out? Did you consider asking someone else Terry likes and respects to help you confront Terry? Did you think about who you could talk to for advice? How about writing Terry a long note?

4. What are you going to do? Choose a course of action and do it, first preparing for what Terry might say. What do you expect or hope to accomplish? What has to happen for you to feel you made the right choice?

Chris sets the situation for the class before the role play begins: Where are you, and when is it happening? This depends on decisions you reached about how and when--of even if--you will confront Terry.

WHAT IS LOYALTY? (TERRY)

Chris and Terry have been friends for two years and have been through a lot together. Now Chris has found out that Terry is selling drugs. Chris has a 13-year-old brother whose friend bought some pills from Terry.

Terry

Chris has been one of your closest friends, but will never grown up. Chris is a good kid, but you don't stay a kid forever. The world is a big, wild, wonderful place. If you want to feel good you can't be afraid of drugs, and you have to have money or you're nothing. That doesn't mean you steal or beat people up for money, but what's wrong with selling them what they want? That's the way people make money, by selling people what they want. Sure there are risks, but if you never take risks you never get what you want.

Questions to prepare for this role play:

1. How do you feel about your new occupation? Are you proud? Secretly ashamed? Worried about being caught? Do you think Chris will approve or disapprove? Does it matter to you what Chris thinks?

2. What are the different things Chris might say or do? How will they make you feel?

3. What do you really want from Chris? Do you want Chris to approve, join you, envy you, leave you alone, tell you off?

4. Under what conditions will you tell Chris off? How will you do it and what will you say? What if you lose Chris' friendship?

Chris will tell you and the class what the role play situation is: where where you are, when it takes place, and what is going on.

Activity Ten

Friendships: Summary and Evaluation

Objectives

Cognitive: Students will be able to:

- State three ideas about friendship promoted in this module or discussed during class activities.

Affective: Students will:

- Recognize that people have different points of view.
- Respect different qualities in others.
- Recognize that all individuals must decide for themselves the most important qualities in friendship.

Skills: Students will improve their ability to:

- Evaluate a variety of interpersonal actions.
- Assess the actions and qualities that are least and most problematic for them.

Activity at a Glance

Students write individual responses to the attached questionnaire and discuss some of the questions raised.

Preparation

1. Duplicate "Friendship Questions," one copy per student.
2. Duplicate (if used) "Moving Away," one copy per student doing exercise.

Procedure

1. Tell students that the questionnaire, like the rest of the module, will help them think about friendships and peer relationships. (It will also tell you, the teacher, how students have responded to the module.) Explain that this is not a test, and that they should not put their names on their papers. You don't want to know how an individual answers, but how the whole class feels. Students will have a chance to discuss the results.

2. Go over the instructions for all three parts before the students fill out the questionnaire.

3. For discussion:

- Ask students which parts, questions, or situations were most difficult to rank or decide about.
- Ask students how they answered Part Three, questions 1 and 2.
- Ask students to look at the two or three statements in Part Two that they rated most difficult and see if they can come up with strategies for making them easier.

Variations

- All three parts can be done as class or small-group exercises instead of as individually written responses.
- For a class that likes to write, an alternative (or a possible homework assignment) would be to use the friendship situation, "Moving Away."

Moving Away

Jackie, one of your closest friends, is moving to another state more than a thousand miles away. You're both really sad about it but it will be much worse for Jackie, being in a new place with nothing but strangers and kids with different attitudes and accents and ways of doing things. Jackie is scared, and you would be, too. What help and advice do you give? What do you say? What does your friend want to talk about? This can be written as a monologue, dialogue, or short story.

The film "A Little Help from My Friends," in the On the Level series, can be used to supplement this activity.

FRIENDSHIP QUESTIONS

Part One: The Ladder of Respect

People respect all different kinds of things in other people, and for different reasons. Below is a list of people and the things they've done. How high would each person be on your ladder of respect? Rank each one on a scale of 1 to 10, with 10 being the highest. Two or more people can have the same score, but at least one person should be awarded a 10.

____ Keven: Openly cries when told that a favorite teacher has a fatal illness.

____ Lynn: Tells a friend she thinks he has a drinking problem and is concerned about him.

____ Rudy: Speaks out to get a rule prohibiting smoking at the child care center where he works.

____ Marta: Asks Vincent to go to a party with her because she wants to go out with him and he hasn't asked her.

____ Sula: Describes to the police a person who tried to sell pills to her younger sister.

____ Lisa: Jogs three miles after school every day no matter what the weather.

____ Ben: Tells off his girl friend and two other friends for making fun of a girl they think is ugly.

____ Tony: Refuses to be around Joe when he smokes grass because Joe gets too spaced out and boring.

FRIENDSHIP QUESTIONS

Part Two: Easy for Me, Hard for Me

Below are eight statements. Put them in order according to how easy or difficult they would be for you to do. The easiest should be #1, the hardest #8. Each statement should have a different number next to it.

____ Make friends with someone I respect a lot but hardly know.

____ Pay no attention to what people I don't know that well might think of me.

____ Have a nondating friendship with someone of the opposite sex.

____ Tell a person directly that I really respect something that he or she did or said.

____ Tell a person directly that something he or she did was unfair and rotten.

____ Stand up for someone who is being made fun of unfairly.

____ Spend a whole day all by myself in silence.

____ Tell a friend something he or she needs to hear but doesn't really want to hear.

FRIENDSHIP QUESTIONS

Part Three: Summing Up

Answer the first two questions, using as many or as few words as you like. Answer the last two questions only if you want to and only for yourself.

1. Three ideas about friendship that this module made me think about are:

2. To have good friends, a person has to:

3. My best qualities as a friend are that I'm:

4. In my friendships I'd like to become more:

Additional Projects for Classroom, School, and Community

1. Help students make a list of famous friendships from myth, history, literature, movies, and television. Examples are Damon and Pythias, Jonathan and David, Thomas à Beckett and King Henry II, Huck Finn and both Tom Sawyer and the slave Jim, Batman and Robin, and of more recent vintage, the characters in The Sting, Brian's Song, Butch Cassidy and the Sundance Kid, Julia, Laverne and Shirley, Three's Company, The Dukes of Hazzard, The Warriors. In many cases these relationships revolve around a very specific and difficult choice that had to be made. One advantage of having students make such a list is that it emphasizes that people in all times and cultures have been concerned with friendship, what it is, what it can be, and the decisions it requires, in much the same way as the present module.

2. Students who enjoyed the unit as a whole or particular parts of it (for example, the popularity game) may be willing to write an article for the school newsletter. The issues of positive intolerance and negative tolerance as discussed in Activity Four might be especially suited to an article format.

3. The trial in Activity Three and "Who's Shy?" in Activity Five can be performed by selected students for other classes, for larger assemblies, for parents or community groups, even for public-access television. Such performances should be accompanied by a discussion of the scenarios.

4. Students might explore the community for "the best spots to be alone." Since different people want different kinds of places in which to find solitude, a variety of places could be specified: a secluded park or corner of a park,

a place near running water or a fountain, a rooftop or a high place with a great view, and so on. Directions to get to these places should be included.

5. Some of the questions explored in Activities Seven and Eight can be further explored in interviews or polls with teenagers and adults in school and community. The lists in Activity Eight, for example, can be modified to include, in each of the eight combinations going across, one negative quality (since no only has only positive or likeable traits).

Recommended Films

Birds of a Feather (5 minutes); Stephen Bosustow Productions, 1649 Eleventh Street, Santa Monica, CA 90404, 1972.

Uses: Trigger film for Activity Two or Three.

A bouncy, provocative animated film about a bird that likes to be different, even if it means occasional hardship. Leads the viewer to respect the bird that takes the risk of being an individual.

The Beginnings (55 minutes); Stephen Bosustow Productions,

1649 Eleventh Street, Santa Monica, CA 90404, 1972.

Uses: Trigger film for Activity Three.

Upbeat, creative, and stimulating animated film about conformity, creativity, leadership, and reactions to differences. No narration, just great jazz background.

Balablok (8 minutes); Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, IL 60611, 1974.

Uses: As a supplement to Activity Three or Four.

A creative, unnarrated animated film illustrating the global effects of intolerance, and a good way to connect the intolerance directed at individuals in Activity Three with racism and other forms of institutional intolerance. The film also makes a rather subtle statement about how violence changes all participants.

The Clan: One Is the Loneliest Number (30 minutes); AIMS, P.O. Box 1010, Hollywood, CA 90028, 1976.

Uses: To introduce whole module, or as supplement to Activity Six.

Dramatizes the importance of friends and some positive qualities of friendship in early adolescence; loneliness and sense of loss when friends are unavailable or beginning to form

opposite-sex relationships; and importance of making new friends. Drawbacks: teenagers are all white and well-to-do, and parents are exaggeratedly unsympathetic.

Teenage Relationships: Venessa and Her Friends (19 minutes); Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, IL 60611, 1974.

Uses: As supplment to Activity Eight.

Somewhat dated because of 1970s hair styles, and focusing on middle-class, white tenth graders, this film's strength is its presentation of mature opposite-sex friendships and realistic expectations in dating relationships.

Other Programs and Resource Materials

A Selected List of Other Materials Relevant to "Having Friends."

ADDITIONAL INFORMATION FOR TEACHERS

Zimbardon, Phillip G. Shyness.
New York: Harcourt Brace Jovanovich, 1978.

Cromwell, Chester R. et al. Becoming. Philadelphia: J. B. Lippincott, 1975.

Consists of a series of student logs, leader's guides, and audiocassette material intended to help an individual structure the processes which lead to personal development.

Hebeisen, Ardyth. PEER Program For Youth. Minneapolis: Augsburg, 1973.

A program of activities designed to help young people develop self-esteem, self-understanding, and communications skills. For more information, contact: Augsburg Publishing House, 426 South Fifth Street, Minneapolis, Minnesota 55415.

Kirschenbaum, Howard; and Glaser, Barbara.
Skills For Living. (Teacher's Guide). (1978)
Your Are Somebody Special. (Student Book). (1978)

A program to help students and their parents learn basic skills in problem-solving, communication, increasing self-esteem, and decision-making, and in applying these skills to various aspects of their life.
Available from: Quest Incorporated
2707 North Main Street
Findlay, Ohio 45840
(419) 424-9693

Life Skills for Mental Health: Ages 15-18. (1977)

A teacher's guide describing activities which the teacher and students can do together to help them learn important skills in dealing with problems and challenges of living, changing, and growing.
Available from: University of Georgia, Editorial Services
Center for Continuing Education
University of Georgia
Athens, Georgia 30602

Self-Discovery (1979)

A health course whose purpose it is to give students practical skills for implementing healthful life choices and an appreciation for the power that they have to choose a life style that promotes health on the personal, interpersonal, familial, and community levels.
Available from: Self-Discovery
Management Sciences for Health
165 Allandale Road
Boston, MA 01130
(617) 524-7799

Self-Incorporated (1975)

A program designed to help eleven-to-thirteen year olds cope with the problems that arise as a result of the physical, emotional, and social changes they are experiencing. Consists of 15 15-minute films, a teacher's guide, and related materials.
Available from: Agency for Instructional Television
Box A
Bloomington, Indiana 47461
(812) 339-2203

SOME NATIONAL HEALTH ORGANIZATIONS

The following list is a sampling of national organizations offering health information. It is not intended to be exhaustive, and will hopefully be updated periodically to identify organizations that have been missed or that have produced new resources useful in health education curricula. THOSE SEEKING PUBLICATIONS OR INFORMATION ASSISTANCE FROM THESE ORGANIZATIONS SHOULD ALWAYS DETERMINE IF THERE IS A LOCAL OR STATE AFFILIATE OF THE NATION ORGANIZATION AND CONTACT THE CLOSEST OFFICE FIRST. Addresses and phone numbers can be checked through telephone directories, libraries, and local health agencies. ALSO HEALTH INFORMATION AND HELP IN IDENTIFYING OTHER VALUABLE RESOURCES CAN FREQUENTLY BE OBTAINED FROM OFFICIAL STATE AND LOCAL HEALTH AND EDUCATION AGENCIES, COLLEGE AND UNIVERSITY HEALTH EDUCATION PERSONNEL, AND/OR LIBRARY REFERENCE GUIDES. Many of the publications and services are free to the public; others involve a nominal charge.

Action on Smoking and Health
2013 H St., N. W.
Washington, D.C. 20006

Al-Anon Family Group Headquarters, Inc.
P. O. Box 182
Madison Square Station
New York, NY 10059-0182

Alcoholics Anonymous
P. O. Box 459
Grand Central Station
New York, NY 10163

American Academy of Dermatology
820 Davis
Evanston, IL 60201

American Alliance for Health, Physical Education, Recreation and Dance
Association for the Advancement of Health Education
1900 Association Drive
Reston, VA 22091

American Cancer Society
777 Third Avenue
New York, NY 10017

American Council on Marijuana and Other Psychoactive Drugs
6193 Executive Boulevard
Rockville, MD 20852

American Dental Association
Bureau of Health Education and Audiovisual Services
211 E. Chicago Avenue
Chicago, IL 60611

American Diabetes Association
Two Park Avenue
New York, NY 10016

American Dietetic Association
430 N. Michigan Avenue
Chicago, IL 60611

American Hearing Society (formerly National Association for Hearing and Speech Action)
10801 Rockville Pike
Rockville, MD 20852

American Heart Association
7320 Greenville Avenue
Dallas, TX 75231

American Hospital Association
Department of Order Processing
840 N. Lake Shore Drive
Chicago, IL 60611

American Lung Association
1740 Broadway
New York, NY 10019

American Medical Association
Department of Health Education
535 N. Dearborn Street
Chicago, IL 60610

American Medical Association Auxiliary
535 N. Dearborn Street
Chicago, IL 60610

American Optometric Association
Attn: Communications Division
243 N. Lindberg Boulevard
St. Louis, MO 63141

American Osteopathic Association
Public Relations Department
212 E. Ohio Street
Chicago, IL 60611

American Pharmaceutical Association
2215 Constitution Avenue, N.W.
Washington, DC 20037

American Podiatry Association
Council On Education
20 Chevy Chase Circle, N.W.
Washington, DC 20015

American Red Cross
17th and E Streets, N.W.
Washington, DC 20006

American School Health Association
P.O. Box 708
Kent, Ohio 44240

American Social Health Association
260 Sheridan Avenue
Palo Alto, CA 94306

Arthritis Foundation
1314 Spring Street
Atlanta, GA 30309

Association for Retarded Citizens
(formerly National Association for Retarded Children)
P.O. Box 6109
Arlington, TX 76011

Asthma and Allergy Foundation of America
1302 18th Street, N.W., Suite 303
Washington, DC 20036

Blue Cross/Blue Shield Association
676 N. Saint Clair Street
Chicago, IL 60611

Cystic Fibrosis Foundation
Suite 558
3384 Peachtree Road, N.E.
Atlanta, GA 30326

Epilepsy Foundation of America
4351 Garden City Drive
Suite 406
Landover, MD 20785

Family Service Association of America
44 E. 23rd Street
New York, NY 10010

Group Against Smoker's Pollution
P.O. Box 632
College Park, MD 20740

Kimberly-Clarke
Life Cycle Center
2100 Winchester Road
Neenah, WI 54956

Leukemia Society of America
800 Second Avenue
New York, NY 10017

March of Dimes, Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605

Mental Health Materials Center
30 E. 29th Street
New York, NY 10016

Metropolitan Life Insurance Co.
Health and Safety Education Div.
One Madison Avenue
New York, NY 10010

Muscular Dystrophy Association
810 Seventh Avenue
New York, NY 10019

National Center for Health Education
30 E. 29th Street
New York, NY 10016

National Council on Alcoholism, Inc.
733 Third Avenue, Suite 1405
New York, NY 10017

National Cystic Fibrosis Research Foundation
60 E. 42nd Street, Suite 1563
New York, NY 10017

National Dairy Council
6300 N. Rier Road
Rosemont, IL 60018

National Easter Seal Society
2023 W. Ogden Avenue
Chicago, IL 60612

National Fire Protection
Association
Battery March Park
Quincy, MA 02269

National Genetic Foundation
555 W. 57th Street
New York, NY 10019

National Hemophilia Foundation
19 W. 34th S., Suite 1204
New York, NY 10001

National Kidney Foundation
Two Park Avenue
New York, NY 10016

National Mental Health Association
1800 N. Kent Street
2nd Floor
Arlington, VA 22209

National Multiple Sclerosis
Society
20 E. 42nd Street
New York, NY 10017

National Safety Council
444 N. Michigan Avenue
Chicago, IL 60611

National Society for the Prevention
of Blindness, Inc.
79 Madison Avenue
New York, NY 10016

National Tay-Sachs and Allied
Diseases Association, Inc.
92 Washington Avenue
Cedarhurst, NY 11516

Planned Parenthood Federation
of America, Inc.
810 Seventh Avenue
New York, NY 10019

Public Affairs Committee, Inc.
381 Park Avenue South
New York, NY 10016

Tampax, Incorporated
Department HI
P.O. Box 7001
Lake Success, NY 11402

United Cerebral Palsy Association
330 E. 34th Street
New York, NY 10001

United Parkinson's Foundation
220 S. State St., Room 1808
Chicago, IL 60604

FEDERAL GOVERNMENT RESOURCES

Arthritis Information Clearinghouse
1700 N. Moore Street
Arlington, VA 22209

Cancer Information Clearinghouse
National Cancer Institute
Office of Cancer Communications
Building 31, Room 10A18
9000 Rockville Pike
Bethesda, MD 20205

Center for Health Promotion
and Education
Division of Health Education
Centers for Disease Control
Atlanta, GA 30333

Clearinghouse on the Handicapped
330 C Street, S.W.
Washington, DC 20201

Consumer Information Center
Pueblo, CO 81009

Environmental Protection Agency
Public Inquiries Center, PM 211-B
401 "M" Street, S.W.
Washington, DC 20460

Food and Drug Administration
Office of Consumer Inquiries (HFE-88)
5600 Fishers Lane
Rockville, MD 20857

Food and Nutrition Information
Center (FNIC)
3101 Park Center Drive
Alexandria, VA 22302

High Blood Pressure Information
Center
120/80 National Institutes of
Health, Box UR
Bethesda, MD 20205

National Center for Education in
Maternal and Child Health
3520 Prospect Street, N.W.
Washington, DC 20007

National Clearinghouse for
Alcohol Information
P.O. Box 2345
Rockville, MD 20857

National Clearinghouse for
Drug Abuse Information
5600 Fishers Lane, Room 10A43
Rockville, MD 20857

National Clearinghouse for Family
Planning Information
P.O. Box 2225
Rockville, MD 20857

National Clearinghouse for
Mental Health Information
Public Inquiries Section
5600 Fishers Lane, Room 15C17
Rockville, MD 20857

National Diabetes Information
Clearinghouse
Box NDIC
Bethesda, MD 20205

National Digestive Diseases Education
and Information Clearinghouse
1555 Wilson Blvd., Suite 600
Rosslyn, VA 22209

National Health Information
Clearinghouse (NHIC)
P.O. Box 1133
Washington, DC 20013-1133

National Highway Traffic Safety
Administration (NHTSA)
U.S. Department of Transportation
400 7th Street, S.W.
Washington, D.C. 20590

National Injury Information
Clearinghouse
5401 Westbard Avenue, Room 615
Washington, DC 20207

National Institute for Drug Abuses
5600 Fishers Lane
Rockville, MD 20857

National Institutes of Health
Bethesda, MD 20205

National Heart, Lung, and Blood Institute
Public Information and Reports Branch
Building 31, Room 4A21
National Institutes of Health
Bethesda, MD 20205

Office of Consumer Affairs
Washington, DC 20201

Office on Smoking and Health
Technical Information Center
Park Building, Room 116
5600 Fishers Lane
Rockville, MD 20857

President's Council on Physical Fitness and Sports
450 Fifth Street, N.W.
Suite 7103
Washington, DC 20001

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

U.S. Consumer Product Safety Commission
Washington, DC 20207

U. S. Department of Agriculture
Washington, D.C 20250

U. S. Department of Health and Human Services
Washington, DC 20201

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92R7072106303

A

"WHAT'S YOUR POPSCORE?"

I've always got money to spend.

B

"WHAT'S YOUR POPSCORE?"

I'm quiet and I listen well.

C

"WHAT'S YOUR POPSCORE?"

My house is a good hangout.

D

"WHAT'S YOUR POPSCORE?"

I'm considered very good looking.

E

"WHAT'S YOUR POPSCORE?"

I get good grades, especially in subjects I like.

F

"WHAT'S YOUR POPSCORE?"

I like my parents and have no complaints about them even when my friends gripe about theirs.

G

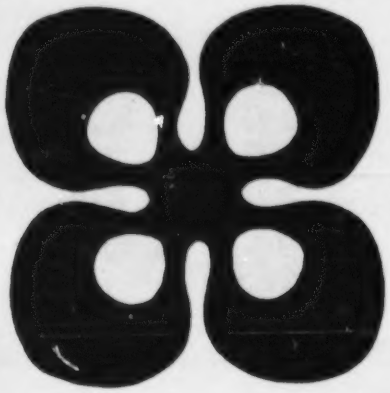
"WHAT'S YOUR POPSCORE?"

I don't pay any attention to the losers.

H

"WHAT'S YOUR POPSCORE?"

I tell people what they want to hear. If someone asks me how they look and they look awful, I tell them they look great.



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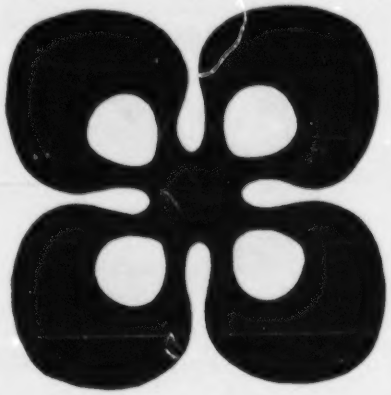

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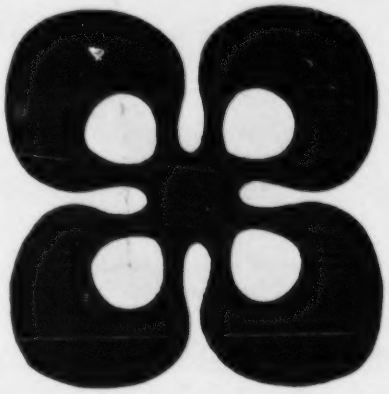

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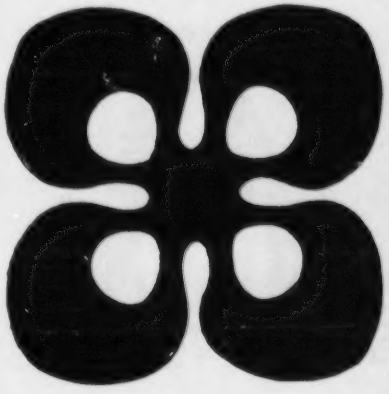

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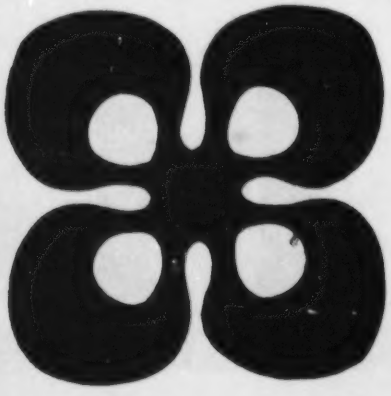

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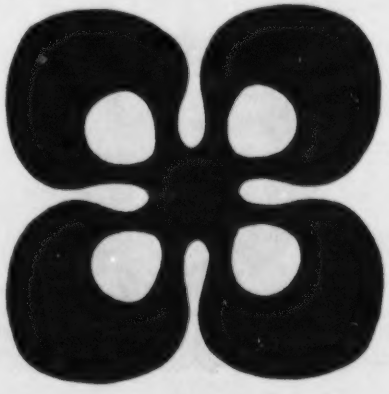

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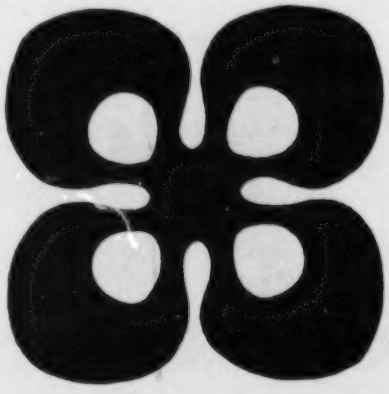

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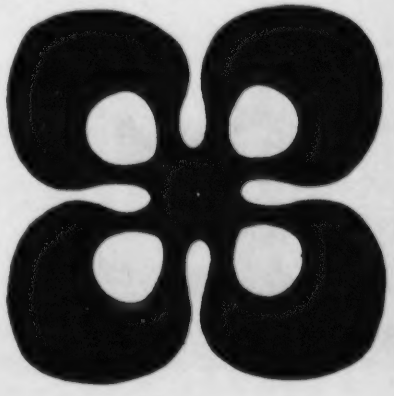

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TEENAGE HEALTH TEACHING MODULES

I

WHAT'S YOUR POPSCORE?

I'm president of the Drama Club and I like to be dramatic.

J

WHAT'S YOUR POPSCORE?

I don't think twice about telling a teacher off even if it means detention.

K

WHAT'S YOUR POPSCORE?

I don't have strong opinions either way about most things.

L

WHAT'S YOUR POPSCORE?

I'm captain of the football team.

M

WHAT'S YOUR POPSCORE?

I won a regional award for modern dance.

N

WHAT'S YOUR POPSCORE?

I don't care much about clothes.

O

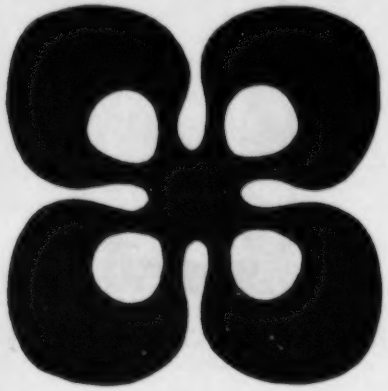
WHAT'S YOUR POPSCORE?

I like kids to know I smoke dope, and am pretty generous with my joints.

P

WHAT'S YOUR POPSCORE?

I always wear the latest styles and best brands of clothes.



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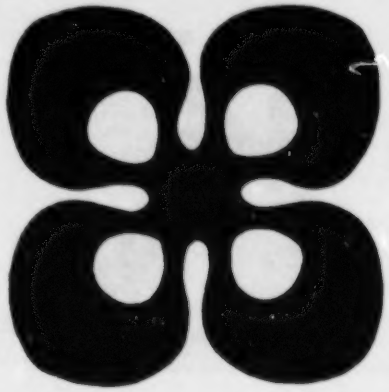

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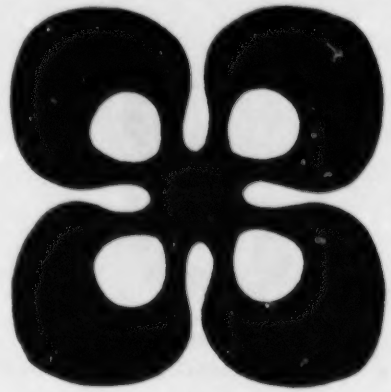

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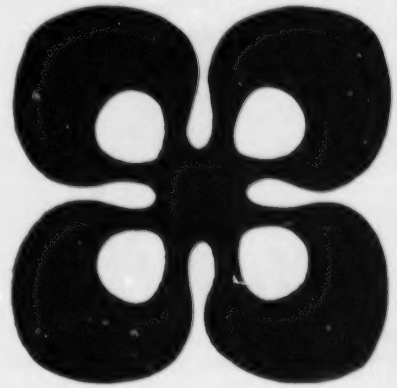

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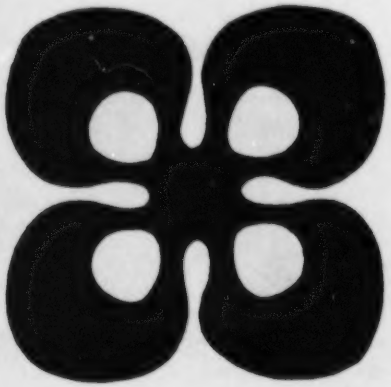

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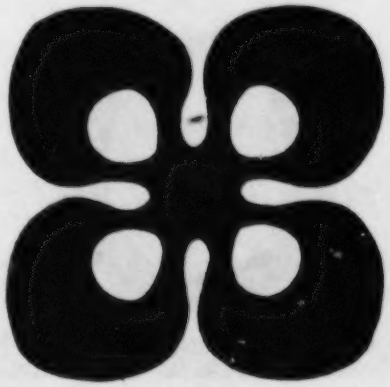
TEENAGE HEALTH TEACHING MODULES



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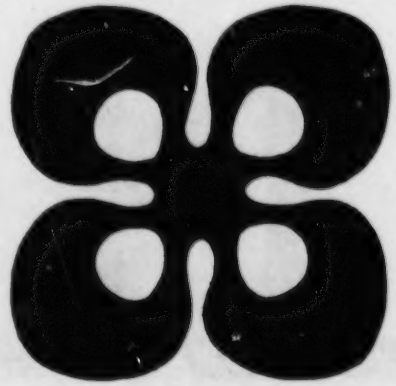

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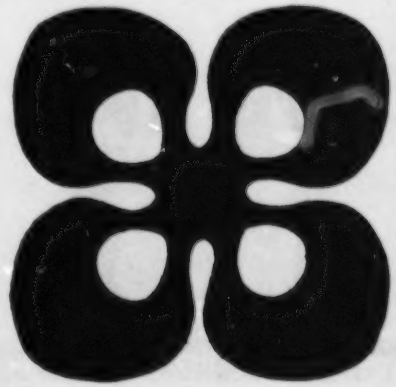

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TEENAGE HEALTH TEACHING MODULES

Q

WHAT'S YOUR POPSCORE?

When I'm excited about something, I show it; I don't hold back.

U1 I tell people exactly what I think of them.

WHAT'S YOUR POPSCORE?

I never get angry, I'm always laughing things off and keeping things cool.

U2

R

WHAT'S YOUR POPSCORE?

I'm kind of short.

V1 If someone is treating someone else unfairly, I usually speak up no matter who it is.

WHAT'S YOUR POPSCORE?

Usually I do whatever my friends want to do.

V2

S

WHAT'S YOUR POPSCORE?

Every day after school I help my mother at her hardware store.

X1 I go out with one of the most popular kids in school.

WHAT'S YOUR POPSCORE?

I'm one of the reasons the swim team is the best in the county.

X2

T

WHAT'S YOUR POPSCORE?

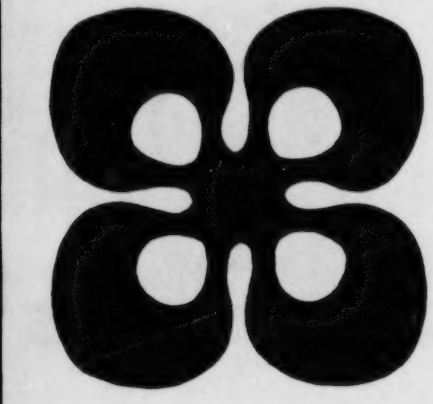
I stick by my friends, even if others try to run them down.

W1 I make people laugh, especially when I dig into other kids.

WHAT'S YOUR POPSCORE?

I always have something to say. There are never any silences when I'm around.

W2



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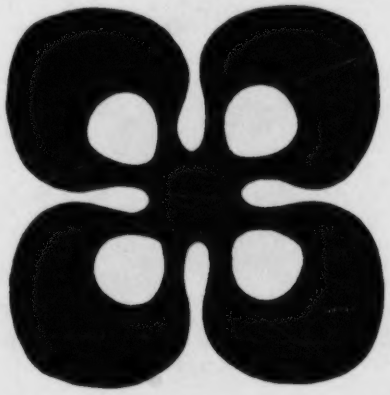

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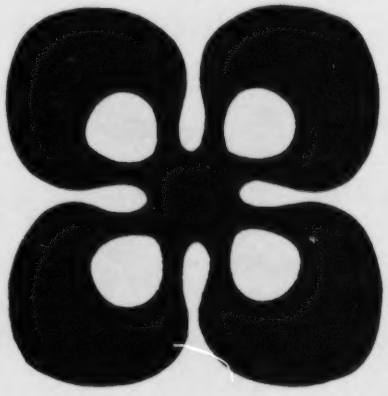

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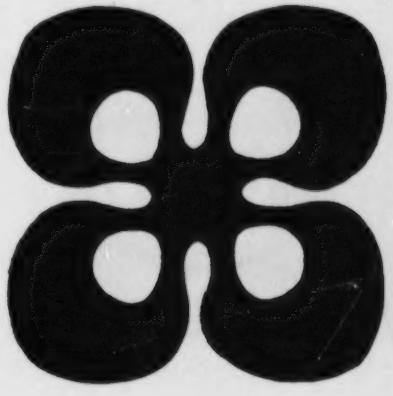

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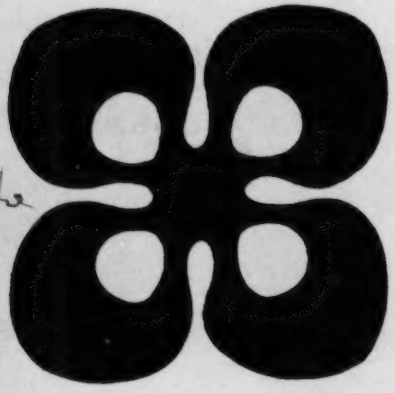

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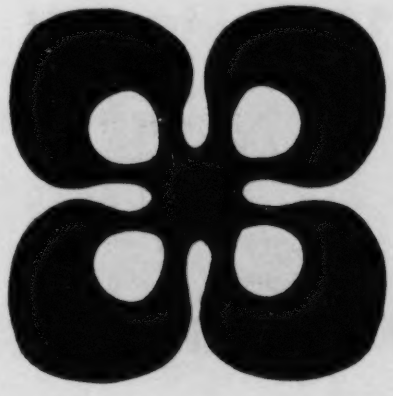

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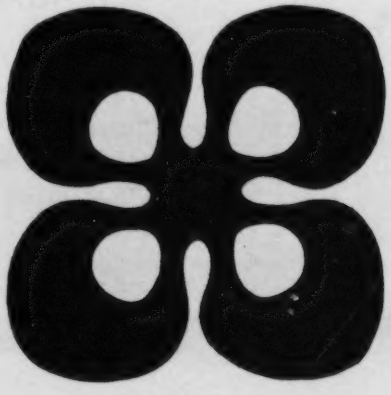

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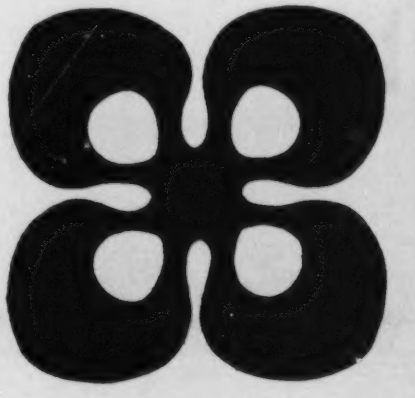

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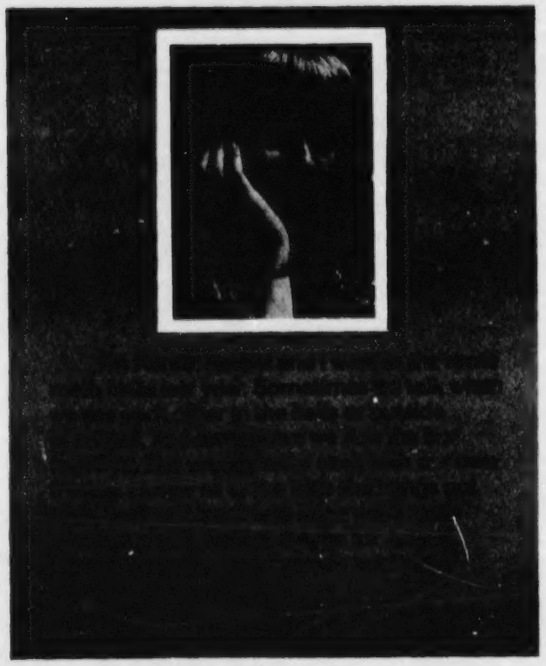
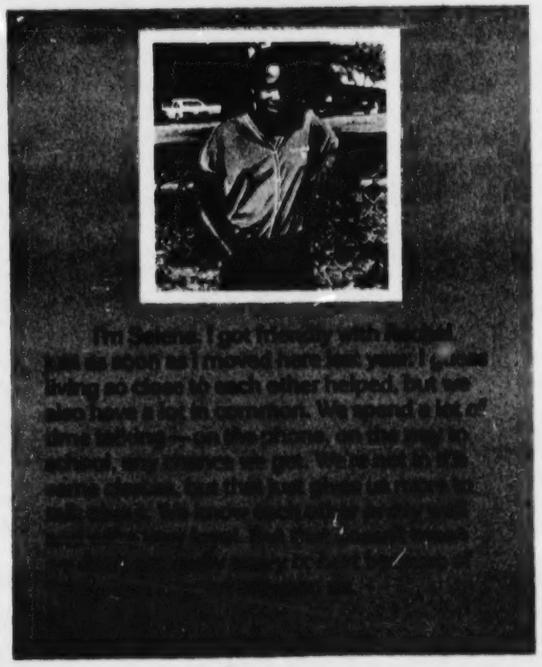
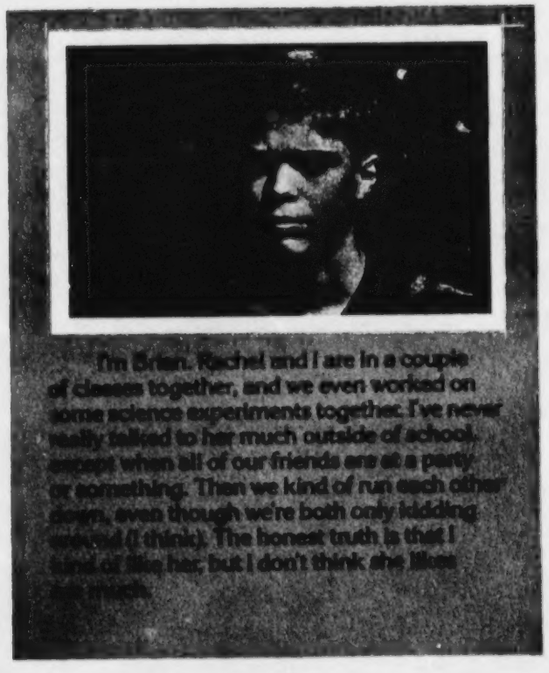
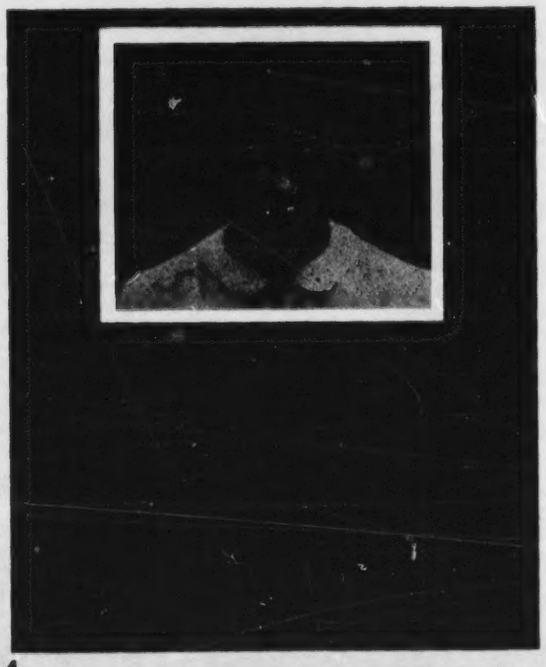
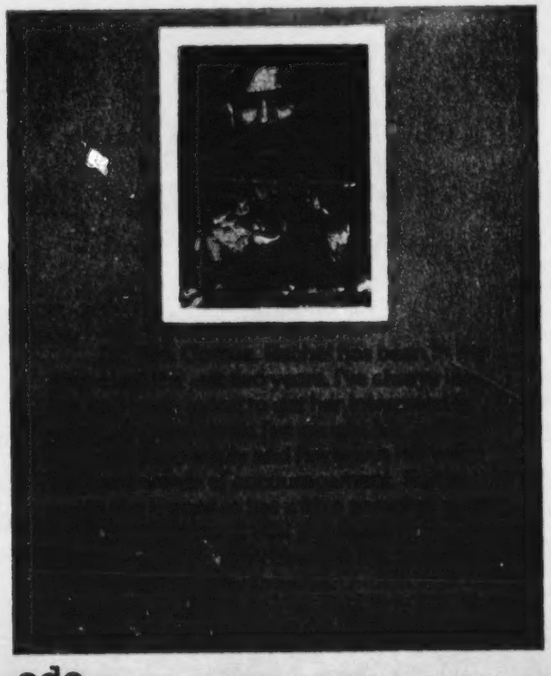
The People in Rachel's Life





I'm Selena. I got [illegible] with Rachel just as soon as I moved here last year. I guess liking so close to each other helped. But we also have a lot in common. We spend a lot of time talking — on the phone, on the way to school, [illegible] We're sort of the same size, so we can borrow each other's clothes. Sometimes we get in fights about stuff like that, but we always make up soon after.



I'm Brian. Rachel and I are in a couple of classes together, and we even worked on some science experiments together. I've never really talked to her much outside of school, except when all of our friends are at a party or something. Then we kind of run each other down, even though we're both only kidding around (I think). The honest truth is that I kind of like her, but I don't think she likes me much.